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ABSTRACT

Educational television (ETV), as a demonstration project, as a possible means of reaching a target population of migrant Spanish-speaking Mexican Americans in the Southwest Region with low literacy backgrounds was studied. Two state departments (Arizona and California) and the University of Colorado were enlisted to participate in the project. The Southwestern Cooperative Educational Laboratory acted as systems manager to develop and produce components for a prototype instructional package for undereducated and illiterate Spanish-speaking adults. A two-day Adult Basic Education Conference was held to identify priority areas of need in ABE. Instructional elements that evolved from the conference were the development of paper and pencil materials, a delivery system for the video tape-player and pencil instructional package, and an active ABE clearinghouse. The conference also proposed the introduction of teacher-training programs for teachers and aides of Spanish-speaking adults in basic education programs. Three appendixes present material related to work conducted in relation to the project. (DB)

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FINAL REPORT

ABE I

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july 1, 1967-august

FINAL REPORT

A REGIONAL EDUCATIONAL TELEVISION PROJECT FOR NON-ENGLISH SPEAKING SPANISH-SURNAME ADULTS

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Albuquerque, New Mexico 87106

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INTRODUCTION

One of the most critical challenges in education today is providing equal opportunity for those who are migrant and/or related to the agricultural industry. Migrant agricultural workers have been part of the American scene since the twenties; therefore, none of the needs of this group are not unique or new.

In a study conducted for the Office of Economic Opportunity by the Socio-Economic Studies Foundation, in sixteen migrant camps in the San Joaquin Valley during September 2-23, 1966, ten percent of the adults sampled indicated that they had never gone to school before. Nearly half of the adults (48.6%) said they had some education in grammar school and only 42.3% indicated they had finished the eighth grade.

The use of Educational Television as a possible Special ABE demonstration project for FY 68 was suggested to USOE-ABE Special Projects Division by members of the President's Advisory Committee on Adult Basic Education. Funds had been set aside for non-service research and demonstration projects on a regional and national level. Six regions were formed for the projects. The bilingual-bicultural problem was identified as the major focus for the Southwest region. Educational television (ETV) as a demonstration project was suggested as a possible means of reaching a target population of migrant Spanish-speaking Mexican Americans in the Southwest Region with low literacy backgrounds.

An approach to English learning that would take advantage of television through entertaining programs that would teach sufficient English to enable the target viewer to negotiate "need situations" was envisioned. The Southwestern Cooperative Educational Laboratory (SWCEL) was invited to submit a proposal for the Southwest Region. A proposal entitled A REGIONAL TELEVISION PROPOSAL was submitted to the U. S. Commissioner of Education through the division of Adult Education by Dr. Paul V. Petty, Director of the Southwestern Cooperative Educational Laboratory, Inc., and Dr. Stanley Caplan, principal investigator, SWCEL, on June 15, 1967. Dr. Roby Leighton, Arizona State ABE Director collaborated in the writing of the proposal.

The proposal envisioned the cooperation of agencies and institutions in several states to plan and institute a regional attack on illiteracy through mass media.

The SWCEL would function as the coordination agency to insure regional implications for the proposed attack on illiteracy, design evaluation measures and procedures, be responsible for fiscal and contract administration and report progress of component programs.

In order that the project be regional in nature two state departments (Arizona and California), and the University of Colorado were enlisted to participate in the project.

The Arizona Department of Public Instruction was originally intended to be the executor of the project but because of the fiscal and budgetary problems that would be involved, the Department of Public Instruction could not accept the prime responsibility for the preparation of the television scripts and films. This development required the cooperative effort of the Laboratory and the State Department to locate a third party to negotiate a satisfactory arrangement. Consequently, both the College of Education and the Radio-TV Bureau at the University of Arizona in Tucson were selected.

It was felt by both the Laboratory and the Arizona Department that the Department of Public Instruction had the capabilities to provide services to the University of Arizona in the development of the bilingual-bicultural aspects of the scripts and materials. Through SWCEL an additional contract was negotiated between the State Department of Instruction of Arizona, SWCEL and the University of Arizona to provide consultant services to the latter.

ROLE OF UNIVERSITY OF ARIZONA

The work to be accomplished by the University of Arizona was to be directed toward the ultimate production by the College of Education and the Radio-Television Bureau of the University of Arizona, of approximately 72, 30-minute video tapes designed to motivate and instruct the adult home television viewer in speaking, reading and writing the English language. The lesson series was to be directed toward the Spanish speaker who was illiterate in English.

The first year project envisioned the completion of ten pilot video tapes demonstrating the approach proposed for all 72 lessons.

The University's responsibilities were to include the development of methodology, course objectives, statement of individual lesson objectives and content. A time schedule of five phases was developed for the production of the ten pilot tapes.

Phase I was to begin September 1, 1967 and was to continue through December 15, 1967. During this phase the University of Arizona was to submit to the Laboratory a written plan including the names of project directors, the staffing plan, the PERT diagram of project activities, technical approach, methodology and detailed budget.

The University was to assist in scheduling a working conference for heads of, or designated deputies of, divisions of Adult Education and other interested parties in the Southwestern states. The conferees were to examine the proposed series and submit suggestions for content and evaluation of the series. Also to be included in that first phase was a statement of course objectives in behavioral terms, and outlines and objectives for lessons 1 through 20 of the proposed series.

December 15 through February 28, 1968 constituted Phase II. The principle planned activity at this time was the development of detailed scripts, story boards and shooting scripts for lessons 1 through 5. In addition, the University of Arizona was to develop thumbnail descriptions for lessons 21 through 40, and submit a report to the Laboratory on the proceedings of the Phase I conference.

During March 1 through April 15, 1968, Phase III, the University's contract required the development of outline objectives, thumbnail descriptions for lessons 41 through 72, rough scripts, story boards, and shooting cripts for lessons 6 through 10, and the completion of lessons 1 through 5. Preparation of supplemental home study guides for lessons 1 through 5 were also to have been started during this phase. The University was to plan a second conference to review the progress of work to date.

It was anticipated that persons who attended the first conference would attend as well as others interested in the field of adult basic education. The proposed date for the conference was April 15, 1968.

Phase IV, April 15, 1968 through June 30, 1968, was to include the production of lessons 6 through 10 and revisions of lessons 1 through 5 based upon suggestions by the second conference, the Arizona State Department of Public Instruction, and the SWCEL. Home study guides for lessons 6 through 10 and revisions for home study guides for lessons 1 through 5 were to be undertaken. A report on the second conference was to be submitted as part of Phase IV.

During the last Phase, July 1'through August 30, 1968, the University of Arizona was to undertake the field testing of the completed lessons and prepare a final project report.

This summarizes the first year for the University contract as it was envisioned at the beginning of the project.

The University of Arizona grant was set up under the co-sponsorship of Dr. Paul Danielson, College of Education, and Mr. Frank Barreca, Director of the Radio-TV Bureau. Concurrently, they were to develop the approach to be used for the proposed series. The College of Education was to provide much of the linguistic expertise and suggestions for the format of instructional methodology through the use of consultants from University of Arizona faculty. The Radio-TV Bureau was to develop and produce the tapes utilizing input from the College of Education.

The project did not get off the ground as quickly as had been anticipated. The existing pertinent research on the value of TV as an instructional medium was extremely limited. The first six months were devoted to consultations between College of Education staff and the Radio-TV Bureau personnel, researching and evaluating all available TV language programs. Because it was a new undertaking for the University, much time was given to research exploration for ideas for scripts and methods of procedures.

The question of how much can be taught by television, to whom, at what time, and through exactly which combination of cartoons, live and other presentations, was of great concern.

From March until mid-August the major effort of the University was translating of the hypotheses into valid tangible scripts. In mid-March, based on the University of Arizona project directors' reports, it became apparent that the possibility of producing 72, 30-minute video tapes was not realistic in the light of financial and staffing needs. It was suggested by the directors that under a smaller budget the University could provide a high quality educational package of 30 tapes in a series.

The University requested that its contract be amended to include: (1) full preparation of scripts for lessons 1 through 10; (2) the pilot tapes for the first ten; (3) outlines and objectives for lessons 1 through 20, and (4) outlines and thumbnail descriptions for lessons 21 through 30. In addition, a request was made for changes in the deadlines for completion of some of the work called for in the first agreement. These requests were approved by the Laboratory and USOE.

Time consuming but peripheral to the focal objectives were such tasks as public relations, attempting to coordinate and arrive at some consensus with respect to administrative foul-ups (a consequence of dual directorship with two disparate sets of record-keeping and employees), and an unrealistic work schedule established by the original contract. The contract required development of an entirely new concept of teaching for a disadvantaged audience all to be done in terms of scheduling.

The University sought a dynamic approach which would arouse and maintain the interest of the target population. The Radio-TV Bureau conceptualized the development of such a program which would incorporate animation, choreography and other entertaining elements geared to theories of cognitive, behavioral psychology, teaching methodology and linguistics as part of the instructional features.

Moving from script work, the task of logistics afforded complexities of its own; coordinating actors, muscians, equipment, subcontracting certain technical materials and leasing specialized equipment presented more problems.

Because there was lack of total agreement among consultants as to the approach to be taken in the production of the tapes, Dr. Paul Danielson, College of Education, suggested that another approach be considered.

At a University of Arizona consultants meeting, Dr. Danielson described a method of instruction being used by Mr. Felizardo Valencia in teaching Spanish to high school students which demonstrated a way to attain behavioral responses which might possibly be used to teach English.

The consultants agreed that since the entire TV concept was experimental the development of two approaches to the tapes would be highly desirable. The second approach was to be completely different, but basically with the same objective.

The University of Arizona was provided funds for the production of a total of ten tapes. It was finally decided that Mr. Valencia would develop three tapes to demonstrate his methods. These would be compared with the animation-choreography approach and ultimately a decision would be reached as to the method to pursue.

The first Radio-TV Bureau animation-choreography tape was shown in San Antonio, Texas, on April 18, 1968, at the Second National Leadership Conference on Adult Basic Education. Audience response to the first lesson tape was encouraging. Verbal feedback from educators and administrators attending was positive.

The same tapes were also shown in Austin at the National Conference on Educational Opportunities for Mexican Americans April 25, 1968; Southwestern Regional Workshop May 18 and 19, 1968 at Marine de Rey, California; Southwestern Cooperative Educational Laboratory in Albuquerque, New Mexico, May 29, 1968, and the TEPS Conference in Houston, Texas, June 26, 1968. Out of all the conferences came suggestions for revisions of the tapes. Responses to the tapes were generally favorable and contained many helpful constructive criticisms.

Meanwhile Mr. Valencia continued to develop his series. The Radio-TV Bureau assigned Mr. Bill Morrison to work with Mr. Valencia in production, technicalities, script work and studio shooting. Valencia's tapes were completed in July.

On July 29-30, 1968, a SWCEL-sponsored conference on Adult Basic Education was held in Albuquerque, New Mexico. (See Appendix 1)

One of the important byproducts of the conference was the naming of an ABE Steering Committee to assist SWCEL on questions concerning adult basic education. The committee was composed of top educators from various agencies and institutions throughout the U.S. concerned with economic and educational conditions of Spanish-surnamed people. Included on the committee were: Patricia Cabrera, School of Education, University of Southern California; Richard Gardner, Texas Education Agency; Dr. Ralph Guzman, Department of Government, California State College at Los Angeles; Clem Hill, Director, Adult Education Division, New Mexico Department of Education; E. Roby Leighton, Regional Representative, Adult Education, Arizona Department of Education; Tom McCormick, Proteus Adult Training Center, Visalia, California; Alex P. Mercure, New Mexico Program Director, Home Education Livelihood Program, and Horacio Ulibarri, College of Education, University of New Mexico.

Both sets of tapes were shown at the University of New Mexico. Viewing of the tapes by conference participants was optional. Steering Committee members and SWCEL staff viewed both TV approaches at this time and a decision was reached to continue with the original animation-choreography series approach.

At the conclusion of the project year, August 31, 1968, ten pilot video tapes had been completed; seven utilizing the animation-choreography approach and three developed by Felizardo Valencia. Because of many unforeseen problems that had occurred, the prototype tapes had not been perfected. The technical features of the selected series still required improvement. Mr. Hy Hoffman, USOE, recommended that the ten tapes be revised during the second project year and that five additional new tapes be developed. This attitude was later confirmed by Mr. Al Ortiz, the SWCEL contact at the USOE-AEE office.

The field testing and critical evaluation in terms of technical make-up remained to be accomplished. Total funds expended for the project amounted to $130,430 matched by $14,430 from the University of Arizona during the period September 1967 through August 31, 1968.

The original video tapes produced by Felizardo Valencia remained on file at the University of Arizona Radio-TV Bureau. The first seven tapes produced by the Radio-TV Bureau are also on file at the University of Arizona.

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION

The Arizona State Department of Public Instruction was enlisted to provide consultant services to the University of Arizona. Dr. Roby Leighton was designated by Mr. Ralph Goitia (Assistant Superintendent of the Arizona State Department of Public Instruction) as the consultant to the University Project. Her services were to be used only on a consultative basis, for suggestions and assistance in the area of content.

A work schedule was set up to correspond with the phases of work set forth by the University of Arizona. As was stated previously, the primary effort of the Arizona State Department was the delivery of consultant services as necessary throughout the first year of the project. This task was accomplished.

UNIVERSITY OF COLORADO

The University of Colorado was to undertake a feasibility study of the utilization of media in the basic adult education of the illiterate, non-English speaking adult.

In the initial stages basic pilot materials would be developed by the University of Colorado in order to pre-test the use of such materials in adult basic education as defined above. These materials would be pretested through a workshop for teachers of adult basic education courses in Colorado.

Following the period of pre-testing those evaluation procedures which proved to be workable would be applied to the program being produced by the University of Arizona.

In a subsequent phase the University would disseminate on a limited basis these materials among representative groups of illiterate, non-English speaking adults in Colorado to evaluate their effectiveness for potential dissemination through the use of portable television transmission and reception facilities on a regional basis. The evaluation procedures would include analysis not only of materials, but of methods of dissemination.

Mr. Jack Gill of the University of Colorado Television was assigned to work with the SWCEL Project. The complete narrative in the form of the final Colorado report (produced at the University of Colorado) is attached. (See Appendix 2) It presents the development of the Colorado portion of the program and the problems encountered during the program year September 1, 1967 - August 31, 1968.

CALIFORNIA STATE DEPARTMENT OF EDUCATION

The California State Department of Education was to provide meaningful research in the area of educational opportunities for non-English speaking adults. To accomplish this end, a series of conferences and workshops was planned with participants to be drawn from the Mexican American community, government agencies, professional educators and representatives from private agencies.

During the conferences the participants would be given the opportunity to examine and discuss materials and make recommendations concerning existing methods and materials for classroom instruction of non-English speaking adults.

In addition, the California State Department of Education was to plan and conduct field tests of five of the Arizona tapes with materials for the field testing to be provided by the University of Arizona.

Mr. Roy Steeves was the designated representative for the California Department of Education.

The video tapes were not field tested by the California State Department the first year as the materials were not available in sufficient quantities. However, the recommendations formulated by conference participants as to the direction educational programs for the non-English speaking adult population should take were written up in the California State Department of Education Final Report.

For a more comprehensive report on the specific recommendations of the conferences see Appendix 3.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY

The SWCEL would function as systems manager to secure the cooperation of Colorado, California, and Arizona in setting up an organizational framework to study the needs of Mexican American transients and the development of a plan for their education through instruction in English as a Second Language.

The Laboratory was to function as the fiscal agent, and provide coordination of all parties involved. In addition the Laboratory would serve as the assessment agent for the entire project for evaluation design, data collection, and reporting. Consultant services from SWCEL staff would be provided as necessary.

Upon the receipt of Grant Award No. OEG2-1-005081-5081 by SWCEL, Dr. Paul Petty, Director of the Laboratory, appointed Dr. William Carr, project director.

As part of the initial activities in the project, the Laboratory organized and established an Advisory Committee on Adult Basic Education to review program plans, evaluation methods and accomplishments of the project. This committee did not provide much input into the project the first year and it was later abandoned.

The primary effort of the Laboratory throughout the project year became one of coordinator/mediator in the solution of the many problems that arose.

In June of 1968, Dr. Paul Petty, Director of the Laboratory, resigned. Under the direction of his successor, Dr. James Olivero, the Laboratory expanded its philosophy to include a total systems approach to attacking the problems of the undereducated Mexican American adult.

To ensure Chicano input in planning and development of future projects, Dr. Olivero enlisted as Laboratory staff, the services of Dr. Atilano Valencia, a very capable research analyst from Stanford University; Mr. Felipe C. Gonzales, whose background included extensive experience in ABE and vocational education; and Mr. Lenin Juarez, whose expertise in the area of Community Development would be vital to the success of the programs envisioned.

Steps were taken to develop the newly appointed steering committee (Conference July 29-30) into a viable mechanism for input and direction of the second phase of the ABE Project.

FOLLOW UP

The Southwestern Cooperative Educational Laboratory assumed the role of systems manager to develop and produce components for a prototype instructional package that would attack problems common to the undereducated and illiterate Spanish-speaking adult. The development, production, evaluation, and dissemination of this instructional package had been promoted over a multi-state region, with the Southwestern Cooperative Educational Laboratory serving as the institutional base. In this sense, the Laboratory had acted to identify and enlist the cooperative efforts, on a subcontractual basis, of various agencies and institutions in the total undertaking.

The present ABE momentum was stimulated by identifying priority needs during the two-day Adult Basic Education Conference on July 29-30, 1968, sponsored by the Laboratory under the leadership of Dr. Atilano A. Valencia, research associate; by the four key presentations by Jose Andres Chacon, Director, Research, Inter-Agency Committee on Mexican American Affairs; Armando Rodriguez, Director, Mexican American Affairs Unit, USOE; Dr. Horacio Ulibarri, University of New Mexico; and Alex P. Mercure, Program Director, New Mexico Home Education Livelihood Program; and by the contributions of the Conference participants.

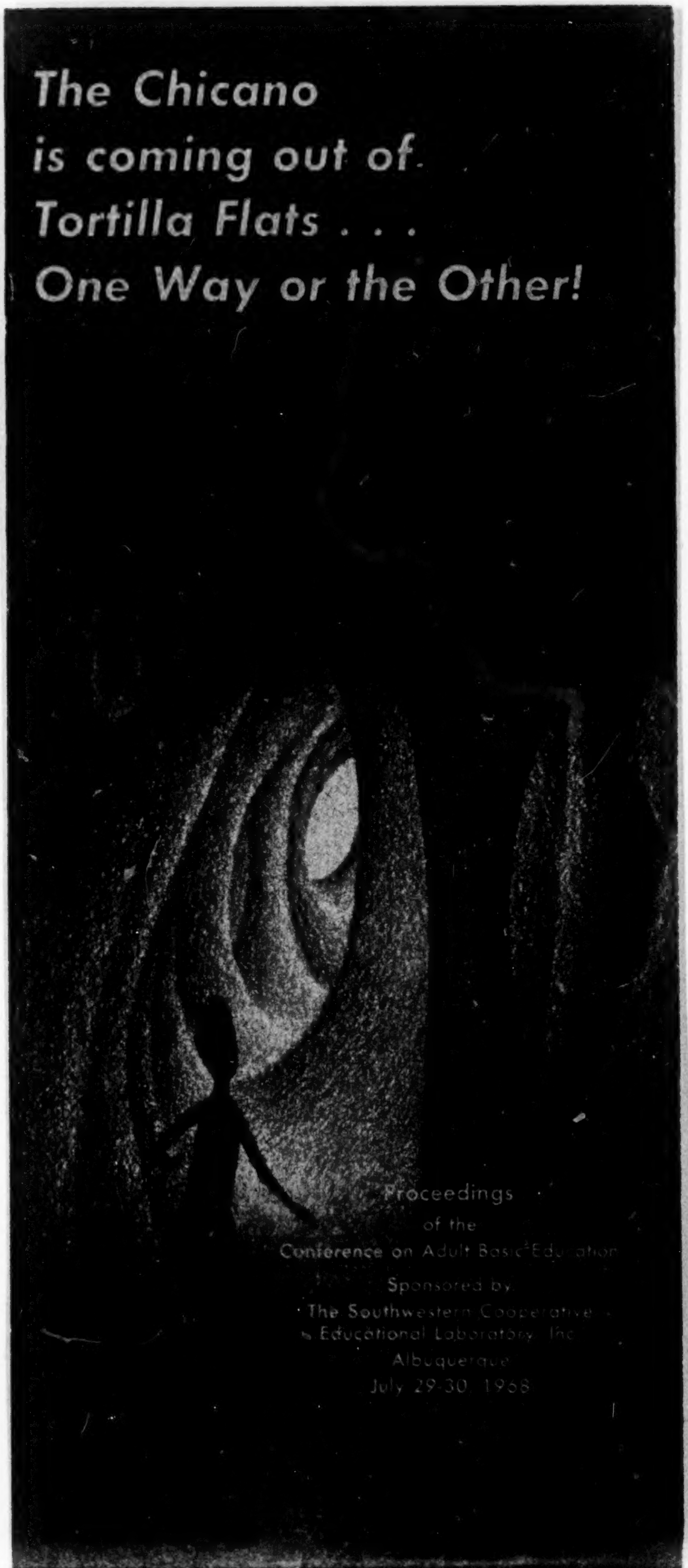
The purpose of the conference was to identify priority areas of need in ABE. From this evolved some of the present instructional elements and related activities associated with video tape institutions. Among them were the development of paper and pencil materials, a delivery system for the video tape-paper and pencil instructional package, and an active ABE clearinghouse.

Specifically, the paper and pencil materials would incorporate variations of the pattern drills given in the University of Arizona developed video tapes. The materials would be developed for literate and illiterate Spanish-speaking adults, and for class and home situations.

Further, the ABE Conference proposed the introduction of teacher training programs for teachers and teacher aides of Spanish-speaking adults in basic education programs.

Another priority need identified by the conference participants was the development of an ABE Clearinghouse. The Clearinghouse would incorporate a data processing storage retrieval system which could readily supply a multiplicity of decoded and readable data to people requesting information relative to ABE. (See Appendix 4)

Attention was to be given to the quality production of video tapes to increase their instructional effectiveness during Phase II. Moreover, the field testing program, under the coordination of the SWCEL, would ultimately determine the appropriateness and effectiveness of the video lessons to the target population.



The Chicano is coming out of Tortilla Flats . . . One Way or the Other!

Proceedings
of the
Conference on Adult Basic Education

Sponsored by
The Southwestern Cooperative
Educational Laboratory, Inc.
Albuquerque
July 29-30, 1968

Foreword

Using the results of a careful study conducted by Armando Rodriquez, participants at the conference established as their chief objectives:

> The identification of the most pressing problems faced by the Spanish-speaking adult, and
>
> The determination of specific collaborative efforts that would exploit scarce resources to attack the problems.

Armando also provided the title for this publication in his talk on "Equal Educational Opportunities for Mexican-Americans," when he suggested that education, hopefully, would aid the "Chicano in coming out of Tortilla Flats."

All too often conferences of this type have resulted in individuals talking far too much to each other without arriving at specific priorities. Not so at this work session!

Thirty representatives of such diverse organizations as Community Action Programs, Title III (ESEA) Centers, Washington and Regional Offices of Education, colleges and universities, public school systems and state departments of education met and established a systems approach which ultimately coupled 14 different educational agencies in a common movement.

What originally began as a single project having $425,000 as its financial base grew into a project which now has more than $1 million as the various agencies discovered ways they could work with each other to reduce duplication, capitalize on already discovered territory and "stop reinventing the wheel."

Some conferences end after participants have taken copious notes, have nodded their heads "yes" and then returned home to perpetuate essentially the same activities that have occured for 100 years. Not so this conference! An on-going steering committee was established to continuously assess and modify when and if necessary the thrust of the total program. The beat goes on!

Hopefully the approach taken will result in a prototype that can be replicated by others — certainly the uniqueness of the effort is worth a fair trial.

Statement of Purpose

Dr. James L. Olivero, Director,
Southwestern Cooperative
Educational Laboratory, Inc.

We want this workshop to be a workshop, and not merely a yak-yak session where lots of people are talking to you. Perhaps I can establish a frame of reference by helping you take a look at some of the things you are concerned about, some of the things we are concerned about and some of the things this conference might be concerned with.

As a take-off point, the position paper which Armando Rodriguez has put together suggests some important areas for concern particularly for Spanish-surnamed people. Those four areas of concern he has identified relate to: (1) early childhood education, (2) teacher education, (3) bilingual education and (4) technical and vocational education. Unfortunately, as we look around the country, we find there is a great deal of reinventing the wheel going on. There is a great deal of the right hand not knowing what the left hand is doing. We hope, on the basis of the conference here today, that we can eliminate those two problems and perhaps exploit the progress other people have made and avoid some pitfalls. It is quite clear that when we talk about adult education it is absolutely essential that we also talk about some of these other areas.

For example, we are concerned as a laboratory with early childhood education. As a matter of fact, beginning with the program sponsored by the laboratory, we developed 147 lessons that include cultural awareness on the part of teachers, entry level skills and a lot of classroom management techniques as a part of our pre-school and elementary school programs.

As a matter of fact, we have just finished a two-week institute in which we worked with 20 teachers from five school districts in four states — including both teachers of Negro students, teachers working with Pueblo and Navajo youngsters and Spanish-surnamed youngsters. These teachers, in turn, will teach five other teachers from their own districts so that by September of this year we will be in 124 classrooms working with 3,000 youngsters using the materials we have developed. That's what SWCEL is doing on one of the priorities that Armando was talking about — early childhood education.

We also have a major project underway at the present time in adult basic education. We are working with the state department of public instruction in Arizona, the University of Arizona, the University of Colorado and many, many other agencies. So we do have a great deal of information to help us establish some basic priorities in adult basic education. One of the major purposes of this workshop is to establish some priorities because we have some limited funds available if we begin to draft projects right away based upon priorities that you determine are essential in ABE.

However, the reason I am using some of these other parameters is because it is quite clear that unless we establish a systems approach we are going to be involved in the same spinning of wheels that we too long have had.

Now there are a lot of possibilities that might come out of this conference. Some of those possibilities, for example, could include these: 15 video tapes produced by the University of Arizona which teach English to non-English speaking people with Spanish surnames, prescriptive materials, teacher aide material and establishment of a clearinghouse so each of us will know what the other is doing.

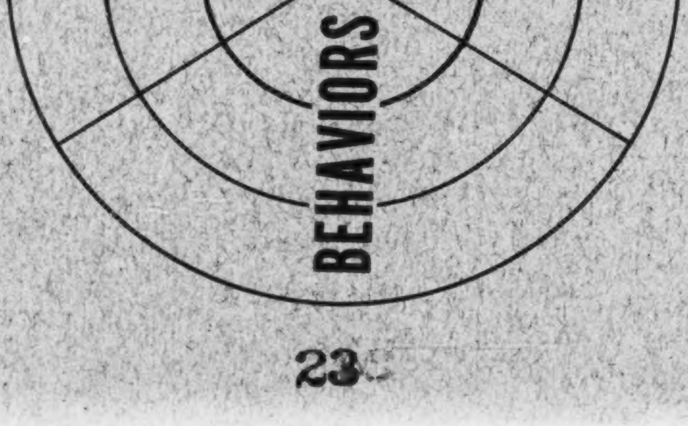
This conference is designed, as I said, to establish a dialogue between those of you actually in the field and ourselves so we will know what needs to be done.

Acculturation Problems of the Mexican-American

Dr. Horacio Ulibarri, Assistant Professor,
Educational Administration,
University of New Mexico

Without attempting to define the concept of culture, I would like to establish a frame of reference for directing my remarks. Within this frame of reference we will consider culture as being a three-dimensional entity composed of inter-relating factors of beliefs, behaviors and artifacts. (See Chart I):

CHART I



The concentric circles of Chart I indicate the degrees of emotionalism or the cathetic aspect of a culture. Here again we may use any dimension we like in describing the affective domain of a culture — for example, Bloom's Taxomomy of the Affective Domain. Suffice to say that the cathetic factor of a culture exists in a continuum from relatively superficial emotional commitment to very intensive and deep emotionalism regarding the values of a culture.

Using Parsons as point of departure, we then have as an explanation of human behavior the tri-cultural theory that he expounds, namely, the culture system, the social system and the personal system. (See Chart II). The first aspect of the Parsonian theory of action to consider would be the status set. The status set is a series of statuses or positions an individual occupies in his life space. For example, an individual may be a superintendent, a head of a family and/or a member of Rotary Club, and also may occupy several other positions. Within each one of these statuses we have what is called a role set. A role is the function an individual has to perform within each given position he occupies. For example, as head of a family, the father not only is supposed to provide for the sustinence of the family, but also must be the individual most directly concerned with the discipline of the children. He also must be the "playmate," etc. What one has to consider in the theory of status and role sets is that each individual has one principal status with which he is identified. All the other statuses become secondary and subordinate to the principal status occupied. The same thing holds true for the roles the individual has to play in each of the statuses. The manner in which he defines and plays the role in any one of the statuses always is done by giving major consideration to how his playing this or that role is going to affect his playing of roles in the major status. For example, as superintendent, one may wind up in one's relations to his family by having the children removed from a school system in which one is superintendent because he knows the children are going to get differential treatment.

Each individual, then, lives within a culture and within a society, both complementary to the other. The two converge on the individual to develop in him a given personality with definite needs and aspirations. (See Chart III). Outside of some of the basic needs of an individual, the other needs he must satisfy for himself are shaped and directed both by a society, that is,

CHART II

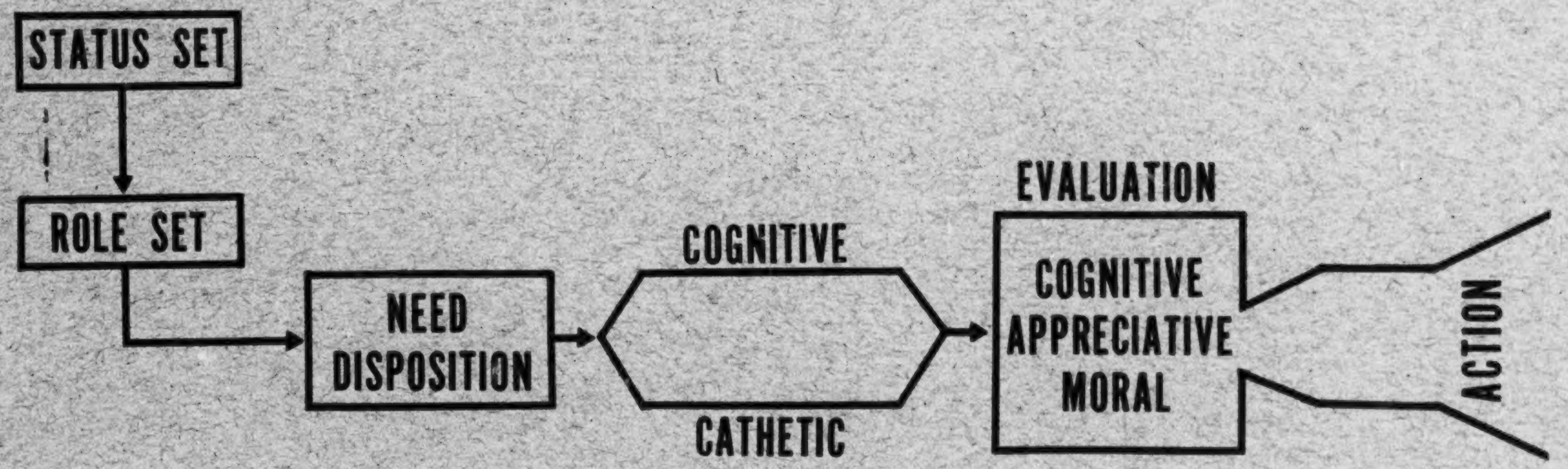
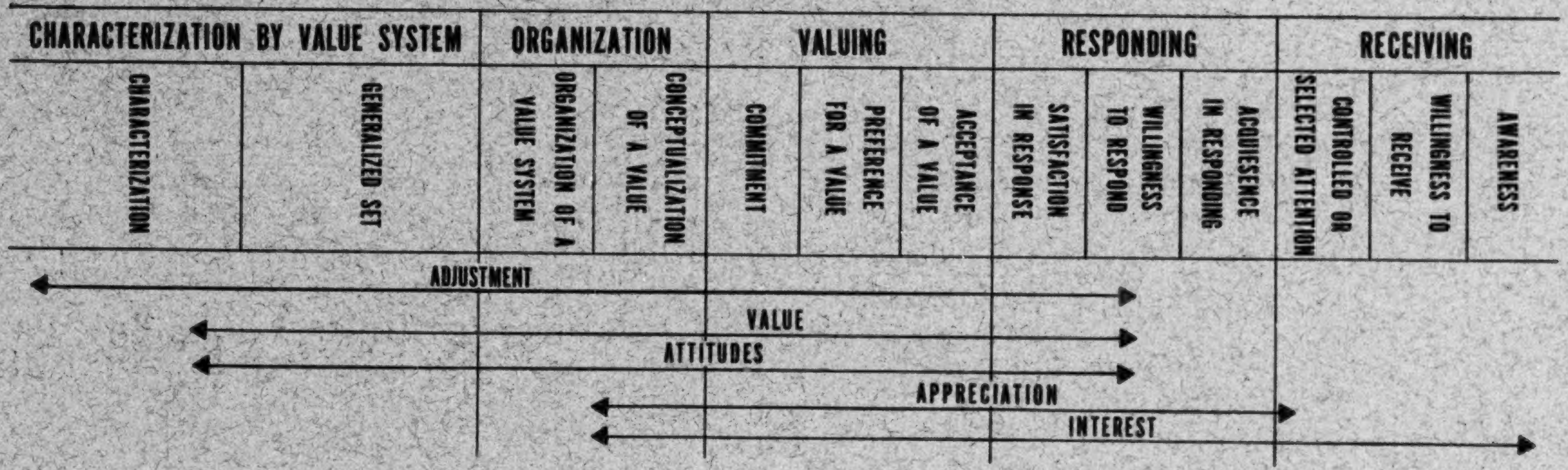

STATUS SET
ROLE SET
NEED DISPOSITION
COGNITIVE
CATHETIC
EVALUATION
COGNITIVE
APPRECIATIVE
MORAL
ACTION

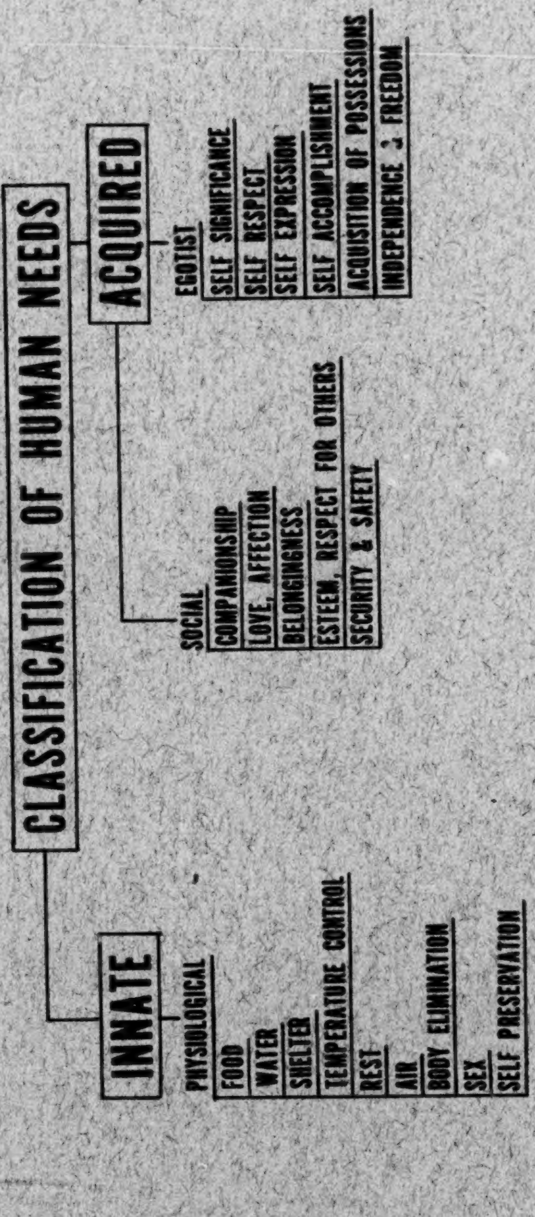
CHART III

AFFECTIVE DOMAIN OF HUMAN BEHAVIOR


CHARACTERIZATION BY VALUE SYSTEM
ORGANIZATION
VALUING
RESPONDING
RECEIVING
CHARACTERIZATION
GENERALIZED SET
ORGANIZATION OF A VALUE SYSTEM
CONCEPTUALIZATION OF A VALUE
COMMITMENT
PREFERENCE FOR A VALUE
ACCEPTANCE OF A VALUE
SATISFACTION IN RESPONSE
WILLINGNESS TO RESPOND
ACQUIESENCE IN RESPONDING
CONTROLLED OR SELECTED ATTENTION
WILLINGNESS TO RECEIVE
AWARENESS
ADJUSTMENT
VALUE
ATTITUDES
APPRECIATION
INTEREST

the social system, and the culture system operating on him at all times. If we use Maslow's classification of human needs, we see that outside of some very few basic needs, the individual's behavior is modified in the satisfaction of these needs by the society and by the culture in which he functions. (See Chart IV).

CHART IV


CLASSIFICATION OF HUMAN NEEDS
INNATE
PHYSIOLOGICAL
FOOD
WATER
SHELTER
TEMPERATURE CONTROL
REST
AIR
BODY ELIMINATION
SEX
SELF PRESERVATION
ACQUIRED
SOCIAL
COMPANIONSHIP
LOVE, AFFECTION
BELONGINGNESS
ESTEEM, RESPECT FOR OTHERS
SECURITY & SAFETY
EGOTIST
SELF SIGNIFICANCE
SELF RESPECT
SELF EXPRESSION
SELF ACCOMPLISHMENT
ACQUISITION OF POSSESSIONS
INDEPENDENCE & FREEDOM

Again we see that even in the satisfaction of the basic needs — such as food and shelter — the individual operates within the confines of his society and culture. That is, he will satisfy his basic needs of food and shelter according to the historical ways through which his society has learned to satisfy them.

Now permit me to introduce the problem of culture conflict. When an individual is asked or is required to perform certain roles within given statuses, he has been taught and has become emotionally committed to occupying that status and to the playing of those roles according to certain norms. In that situation, he experiences no difficulty whatsoever. He knows what society wants of him and he knows within what cultural norms he must perform. However, when there is an incompatibility between the social system in which the individual has been socialized and the social system, together with its cultural system in which the individual is asked to perform certain roles, the individual experiences culture conflict. First, he may not know exactly how to play given roles in the new status he occupies. For that matter, he may not fully comprehend the total boundary limits of the new status he is occupying. The individual at this point will tend to define his new status or roles according to the cultural norms in which he was raised.

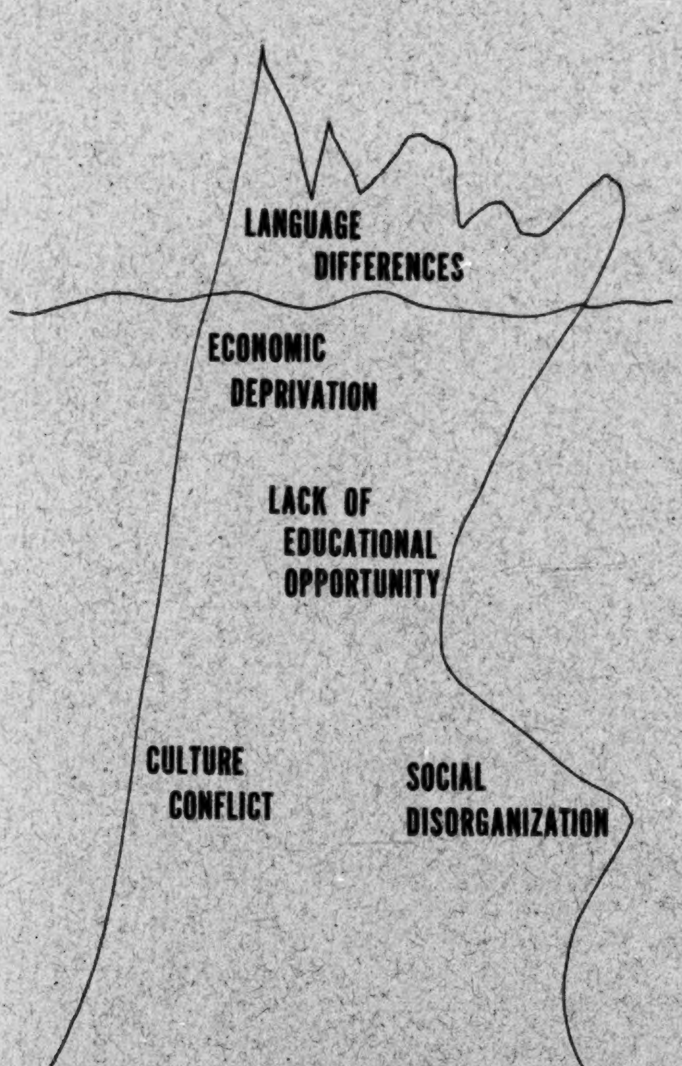
Similarly, when there is disharmony between the cultural norms in which the individual was socialized and the cultural norms in which the individual is asked to perform certain roles and occupy certain statuses he experiences conflict. This is so even though the individual may have been able to define the limits of the status and the roles he has to play. His tendency to play them according to the rules he knows is very great, and therefore, there arises a very definite culture conflict. Take for example the Mexican-American born and raised in Mexico. The statuses and the role sets he learned and became emotionally committed to were vastly different from those he has to occupy and play in the United States. Another example is the typical WASP administrator. He knows the statuses he occupies in the bureauocracy of AID, and the roles he has to play. But he doesn't know the norms, the morality of the situation in interacting with Latin Americans. The activities and functions he directs toward that society are going to be within the limits of the typical WASP personality. But his interactions are going to be with people totally different than the WASP personality, and the feedback through both the oral and silent language is going to be signals that he may not know exactly how to read. Thus he cannot reshape the playing of his roles and redefining the limits of his status set. Here, for the first time, we may find the WASP whose orientation is that he is master of his own destiny and master of the universe developing an inferiority complex because he doesn't know how to redirect his relationships with this type of people.

Another point to be made concerning culture conflict is that language is not the only factor affecting the individual's relationship with those of other cultural and social backgrounds. For a long time we thought that the language problem was the sum total of the conflict the individual experienced in having to function in a culture and a society other than the one in which he was socialized. We thought, for example, that the Mexican-American was a child with a different language. We thought that if we solved the language problem we would solve everything. A great amount of work has been done in New Mexico under the leadership of Lloyd Tireman. We had Herschel Manual at the University of Texas. Several others worked in the general area of bilingualism. With the coming of the linguistic approach to the teaching of languages, we have found a solution to the teaching of a language swiftly and effectively. But, lo and behold, we have found that even with the reduction in time in teaching language to an individual of another culture and another social background, the problem of culture conflict has not been solved. This accentuates the position that many of us have taken that bilingualism really is a symbol. Bilingualism is the top one-eighth of an iceberg and we have many, many other problems that beset an individual from another social system and another cultural background. (See Chart V).

Perhaps the problem of culture conflict and the problem of social conflict are at the root of many of the problems encountered by the individual during acculturation. I would like to define acculturation as a process by which the individual moves in his behavior from one socio-cultural setting to another. There are several accompanying phenomena which affect the personality of an individual involved in acculturation. There is diffusion, for example, or the aspect of cultural change which includes the transmission of techniques, attitudes and concepts from one cultural group to another.

CHART V

PROBLEMS FACING MINORITY GROUPS


LANGUAGE DIFFERENCES
ECONOMIC DEPRIVATION
LACK OF EDUCATIONAL OPPORTUNITY
CULTURE CONFLICT
SOCIAL DISORGANIZATION
PERSONALITY DISORGANIZATION

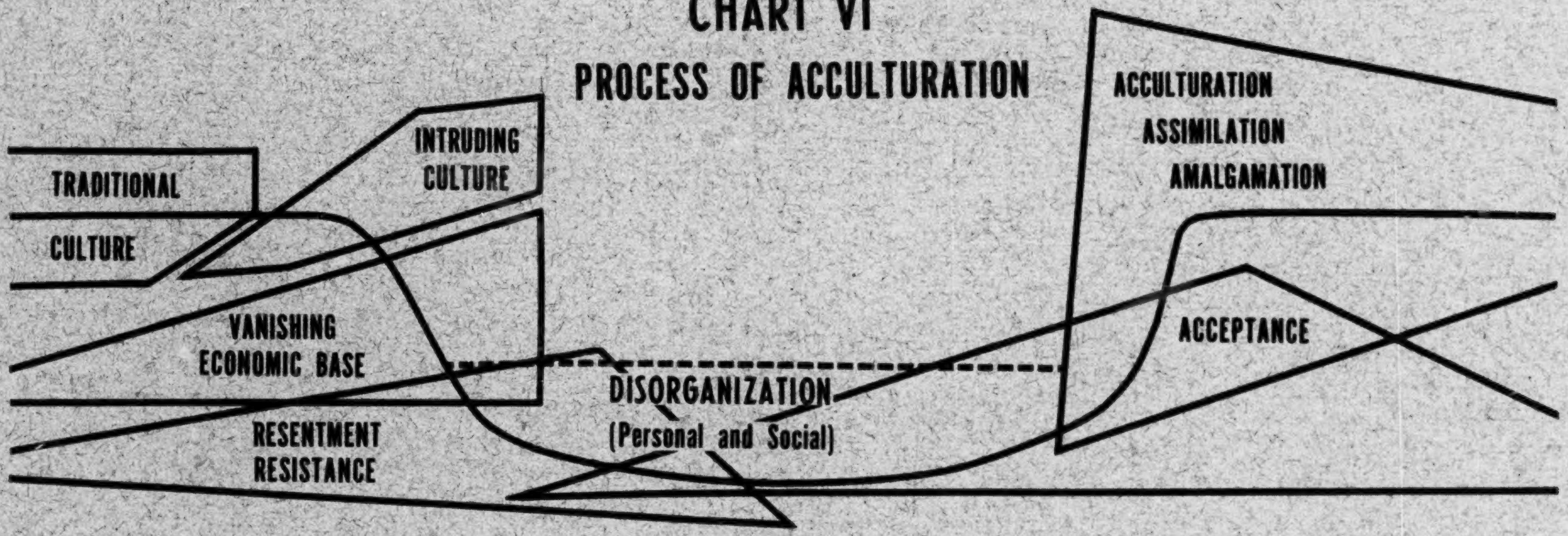
This can be a two-way process. However, the dominant culture usually undergoes less change with more selectivity than the minority group. Another factor in acculturation is assimilation, or the process by which a culture achieves synthesis. In other words, when a value system has been assimilated, it becomes a functional part of the belief system, and is taught through the culture's own process enforced by the mechanism of internal social control. Another very important aspect of acculturation is acceptance; acceptance by the members of the minority group of the values and practices and behavior patterns of the new culture with which the group has come into contact, and conversely, the losing of the old belief systems together with the totality of its functions. Adaptation, another very important factor, is the condition where original and foreign cultural traits are combined to produce a smooth culturally functionable whole. It is achieved with modification of the patterns of the two cultures There may be a retention of a series of conflicting attitudes and values which are reconciled in everyday life as specific occasions arise.

In short, the problem of acculturation of the Mexican-American basically arise because of the dysfunctions between the social system in which the individual is forced to operate and the value system to which the individual is emotionally committed. The disparity between the demands of the Anglo society and the basic values to which the traditional Mexican-American adheres creates schizophrenic conditions in which the Mexican-American must function. Moreover, the schizophrenic conditions are a continuing factor in the life of the Mexican-American. The Anglo society keeps demanding that the Mexican-American play his roles according to Anglo norms. This the Mexican-American can do if he knows the roles and the norms while he is operating within the Anglo socio-cultural setting. But when he moves into the Mexican-American socio-cultural context, the rules of the game change. Now the norms of the Mexican-American socio-cultural system are in operation. This schizophrenic situation gives rise to the personality dislocation, namely to confusion and often to complete disorientation of values. Alcoholism, vandalism, drug addiction, prostitution and several other types of baser behavior are exemplified by these marginal people. (See Chart VI).

Acculturation can be viewed as a continuum. At one extreme one finds the individual in a

CHART VI

PROCESS OF ACCULTURATION


TRADITIONAL
CULTURE
INTRUDING
CULTURE
VANISHING
ECONOMIC BASE
RESENTMENT
RESISTANCE
DISORGANIZATION
(Personal and Social)
ACCULTURATION
ASSIMILATION
AMALGAMATION
ACCEPTANCE

state of confustion and possibly in a state of cultural shock. In the second stage the individual is striving to be more Anglo than the Anglo. In the third stage the individual engages in a pseudo-cultural regression trying to be, in the case of the Mexican-American, more Mexican than his Mexican forefathers. At the fourth stage the individual develops an objective perspective of the intrinsic values of the cultures in which he is operating, and develops an inner direction for himself, basically knowing to which values he is emotionally committed and knowing what value system from what culture is in operation at a given moment when he is playing a given role.

Acculturation actually can be thought of as being the broad spectrum of a broad syndrome which has several integral anomalies. I would like to direct your attention to two of them. One is the culture of poverty, the other is the problem of alienation.

There are several reasons for the culture of poverty to rise to the surface or to engulf the personality of the individual. One basically is the financial situation in which the individual tends to find himself. The individual, going back to Maslow's chart, is forever beset with the problem of survival. Survival can be viewed as a continuum from basic physical survival to psychological-spiritual survival. The economics of the situation dictate the level at which the individual is achieving his physical survival. There seems to be a demarcation line, invisible but nonetheless present, at which the individual satisfactorily achieves physical survival. The further up from this line the individual moves, the more directed and more positive his value orientations become. The further down the individual succumbs to poverty from this line, the more negative and the less well-directed the value orientation of the individual tend to be. However, we must immediately assert that some of the traits and characteristics of the people who have become victims of the culture of poverty not only have to do with levels of economic and social income, but also with certain personality and social characteristics.

The members of the culture of poverty have been described as having very little money, virtually no savings and economic security. These factors conspire to obligate the individual to buying in small amounts, buying low quality merchandise and becoming victims of usurious installment or credit purchase plans; all of which means that the cost of being poor financially is very expensive. At the same time it has been found that members of this group have a much lower life expectancy, lower levels of physical and mental health and lower levels of general physical stamina than non-members. The very familiar characteristics are low levels of educational achievement, inadequate skills, lack of intellectual stimulation and a lack of motivation concerning education. Their expectations concerning education for their children often are unrealistic and imaginary. Less obvious, but nevertheless there, are certain psychological characteristics. Hagstrom lists the following: the poor tend to have a keen sense of the personal and the concrete, the poor plan very little and only on a short term basis, much hostility and egoism is directed toward those who prosper.

At this point I would like to consider some of the factors of alienation as they conspire to obstruct the progress in education of the Mexican-American. The source of an ambivalent motivational structure in the personality system of an actor can be traced to a disparity between internalized and institutionalized value orientations and role perceptions. Ambivalent motivation involves alienation either from the actors in the system or from the system's normative culture. This social alienation is a pyschological characteristic of an actor's entire personality system and is characterized by a need which motivates him to detach himself from the system. Although social alienation is a psychological phenomena, the causes of this state of the personality system must be sought in anyone or in a combination of personality and situational characteristics.

A confrontation of situational and personality attributes which are incompatible predisposes the actor to alienate himself from the situation, or more precisely, for him to become alienated from the social system of which he is a part. But even where there appears to be no marked disparity between personal values and system norms an inability on the part of the actor to record some progress toward valued goals will lead to an ambivalent orientation to the system.

The internalization and institutionalization of cultural value orientations in the personality and social systems provide for the articulation of individual goals into a pattern of shared, collective goals. The process of socialization is an attempt on the part of the present members of a collectivity to ensure some degree of integration between goals of the collectivity and the orientation systems of future members. It is because of this articulation of the two that social forms exhibit the qualities of integration, adaptation and stability.

This articulation of the two systems of action through the medium of the cultural system never can be complete. Consequently, there occurs in any network of social exchange some inherent strains both in the need disposition systems of the actors involved, and in the system of role-expectations by which their actions are governed and judged.

There are three general sources of inarticulation of the two systems. The first source inheres in the fact that the constitutional composition of human organisms differs from individual to individual. Genetic differences contribute to some variability in need disposition systems, even if it is assumed that the same value orientations have been internalized by each individual with equal intensity. This variation is further augmented as the individual develops a conception of himself as an object. Each individual's self perception is difference; hence no two individuals would be oriented to the same cognitive field.

The second source of inarticulation of the two systems is the incomplete assimilation of all cultural values into any given social system in which individual socialization takes place. Given a common cultural base, all of the elements of a system of culture cannot be institutionalized in the same combination of cognitive, cathectic and evaluative symbols. Having internalized the elements of a particular subculture, an individual's conception of, and orientation toward social situations which he later encounters will be conditioned by the value and orientations which characterize the particular culture in which he was socialized. When an actor moves to a new social situation whose institutionalized normative culture has derived from a cultural pattern similar to that in which he was socialized, the expectations of others and the perception which the actor has of his role, tend to be very similar.

On the other hand, if the normative culture of a social system into which an actor moves has been derived from a cultural system whose elements vary considerably from the cultural elements he has internalized, the probability of a discrepancy arising from his perception of his role, and the expectations of others who have been in the system for some time and have accepted its normative culture as binding, is increased. In this case, the symbols once meaningful to him either are absent or have been assigned different meanings. Confronted with a normative pattern at variance with his own internalized values, he will initially, at least, become alienated from that system.

Given these biologically and culturally induced sources of disjunction, the third source of inarticulation appears inevitable, namely, the confrontation of actors in a relational context who have internalized different value orientations and whose expectations of each other are disparate. Where need disposition and role expectations are not articulated, ego's perception of what constitutes appropriate behavior in a situation will not coincide with alter's expectations, consequently, when ego acts, he does not perform his role as expected. He incurs negative sanctions from alter's response, and he fails to obtain the gratification he seeks. This presents ego with a problem of adjustment necessitating either a restructuring of his system of orientation or of the system in which he is an actor. This can be done in one of the following ways:

1. Ego may restructure his system of need dispositions repressing those need dispositions which are not gratified in that particular social relational context.
2. Ego may terminate the relationship and transfer his cathexis to a new object which shares the same value orientation pattern, and therefore, promises to be of greater gratificatory significance.
3. Ego may change his own need disposition system displacing previously internalized value orientations with a system of value orientations which coincide with that of alter.

Any one of these alternatives, if chosen by ego, will result in a degree of reintegration of the need dispositions of his personality system. However, where ego's system of orientation does not change, and where he cannot, or does not choose to transfer his cathexis to another object, the role-relationship will continue to frustrate his attempts to obtain gratification. Consequently, ego will develop an ambivalent motivational structure characterized by two antithecal need dispositions. On one hand, it is a conformity need disposition which motivates ego to accept the norms of the situation and behave as alter expects him to, regardless of the prescriptions of his own values. On the other, he develops an alienative need disposition which impels ego to reject the expectations of alter and to behave according to the directives of his own value orientation system.

Model for a Bilingual-Bicultural Program

Communication Skills in English & Spanish	Communication Skills in English & Spanish	Communications skills in both languages
		Bicultural Core (Humanities) To be taught in either language
Subject Matter taught in either English or Spanish	Subject Matter taught in either English or Spanish	Subject Matter Areas taught in either English or Spanish depending on materials available and development of area in that language

SUMMER 1969

NDEA Bilingual Institute at UNM. Participant will be the entire teaching staff (K-12), including administrative personnel in charge of curriculum of a small school grades K-12.

SCHOOL YEAR 1969-1970

Continuation of teacher training.
Acquisition and development of bilingual materials — to be done by project staff working together with school staff.
Beginning of implementation on trial basis bilingual program in selected areas.

SCHOOL YEAR 1970-1971

Implementation of total program on trial basis.
Continuous evaluation and modification of program.

SCHOOL YEAR 1971-1972

On-going program
Possibility of using it as a model for other programs.

Unemployability and Trainability of the Migrant

Alex P. Mercure,
New Mexico Program Director,
Home Education Livelihood Program

I will not be discussing the problems of discrimination because the problem of the migrant has additional dimensions: (1) The majority are Mexican Americans, or a Mexican native, or an Indian. (2) The average amount of schooling is four and one-half years and the average age is 40. (3) They lack educational skills and (4) They have different but strong cultures. They are not culturally deprived.

How can adult education lead to economic improvement? Farm migrants are rurally based and this leads to rural development. What are the variables that contribute to trainability? There are four important variables – potential, motivation, physical capability and economic capability.

I think it is critical that the people should have some part in deciding what they are going to learn. As there is a tendency for farm workers to be concrete oriented, it is important that we pursue basic educational skills within the context of something very concrete and obvious in the needs of the farm workers.

Are we going to establish a traditional classroom oriented class like we have now, or are we going to provide climate where participation is a very critical factor?

We can not expect the farm worker with an income (in New Mexico) of about $1,200 a year and nationally about $1,400-$6,500 to participate in an adult education program unless we provide alternative income. The present system doesn't provide them much of that, but it is still surviving.

These people are highly employable if they get the kind of skills that are available.

The Power Structure: Political Implications for Mexican Americans

Jose Andres Chacon, Director, Research, Inter-Agency Committee on Mexican American Affairs

Two years ago during a conference on the problems of the Mexican American it was reported that this group of people lags behind all other groups in American society, including Negroes, in job opportunities, housing and education. Although conditions appear to be improving slowly, the deprivation is still so great that it may be generations before the gap can be closed. Steve Allen, TV entertainer and author, who chaired the conference, declared that the conditions of the Spanish-speaking citizens in the United States was "America's best-kept secret" and asked "Who are the keepers?" He had his own answer: "I submit that they are not the power elite, as one might suppose, but the victims themselves." He went on to ask: "Has the Mexican American accepted his environment too uncomplainingly? Is it only the Mexican American intellectual who is complaining?" If this is so, what can be done to stimulate the masses to articulate their dissatisfaction?"

In essence, the questions come down to: Who is to blame for the little progress that the Mexican American has made? Who is the enemy? The conference participants attempted various answers. Those quoted here, besides Mr. Allen are: Grace Olivarez, long active in Mexican American affairs; Dionicio Morales, Director of the Mexican American Opportunities Foundation in Los Angeles; Bert Corona, President of the Mexican American Political Association; Armando Rodriguez, then of the California State Department of Education; Arturo Cabrera, assistant professor of elementary education, San Jose State College; Ernesto Galarza, dean of Mexican American leaders; and Bert Acosta, Youth Opportunities Board, Los Angeles.

Olivarez: *What we have not yet defined is: Who is the enemy of the Mexican Americans? A lot of Mexicans don't like to be compared to the Negros, but I must make the comparison: We don't have a white Citizens Council or a Ku Klux Klan to fight; if we did, our task would be easier. Ours is a nebulous enemy. Do we want to say it's the power structure? The Anglo- Americans? The fact is, we don't know whom to identify.*

Morales: *A Negro group recently asked me "Do the Mexican Americans have Uncle Tom's within their leadership?" I'm afraid we do. We have leaders who are camouflaging our problems, and they certainly are our enemies. We know about those "leaders" who think fiestas on city hall steps are a substitute for jobs inside city hall. But the ones we have to look out for are those who go and tell the power structure one thing, and then come back and tell the Mexican American community another in order to maintain their social status and their positions of security as government officials, social butterflies, and so on.*

Corona: *The demands of production have brought on mechanization, automation and cybernation, throwing thousands upon thousands of Mexican Americans out of work, many of them for the rest of their lives. And where do these demands originate? They orginate in the Establishment, in the centers of real power and effective decision, from which the Mexican Americans and the Negros and the poor are excluded. So, in identifying the enemy, I would suggest that our exclusion from the Establishment that owns and exploits the wealth of the nation is the enemy; not only has it frozen us out, it has also learned to use us.*

Rodriguez: *I would like to identify another of the enemy. It is education, education at every level: national, state, county and city; and educators in particular: district superintendents and their staffs, principals and teachers. The facts show that they are uninformed and unconcerned about our community, and that they have failed completely in the education of the Mexican American. Often they feel that our children cannot learn or will not learn, and then they give excuses such as our bilingualism or, worse, that we don't have the requisite ability because we are an inferior people. The "barrio" has been a handicap because it segregates us from the opportunity of acquiring an education from the experienc of other people; children in the "barrio" have less chance of getting a higher education and a greater chance of becoming dropouts.*

Cabrera: *But do schools change society, or do they reflect it? In the short run, I think they tend to do the latter so we might be oversimplifying when we call education the enemy. Granted, we need more and better education for the Mexican American community. But is this the fault of the schools?*

If I am right, schools reflect what communities are willing to do or not do for their particular clients. As clients, we Mexican Americans have been indifferent and ignorant; and if we want the schools to change, we had better focus our efforts on doing two things: not only demanding better education for our children but also, and just as important, developing the political strength to get it.

Galarza: *Step by step, in a series of strikes, we engaged the power of the associated farmers of California, the banks and insurance companies, and other big investors in agriculture. We named institutions, persons and places. I think we succeeded; the best evidence that we did is that we were so thoroughly destroyed. To the degree that we defined the enemy, the enemy grew in strength and in its determination to destroy us, and it did. Even the agencies of government, federal, state and local, conspired against us. And so I want to warn every Mexican American who thinks of himself as a leader: In these democratic United States, if you organize to go after specific targets in the power structure, you are asking for some rough treatment.*

Acosta: *I accept Dr. Galarza's word of caution about organizing specifically to engage the enemy, but I think it has to be done. We have to take the risk. Other minority groups have taken it and apparently they have absorbed the consequences quite well.*

These remarks have influenced my statement here today. When Dr. Al Valencia called me and asked me to speak on "Citizen Participation", I thought about the references to the "establishment", to "power" to "organizing to engage the enemy" etc. I concluded that in order for Citizen Participation to be effective it is first necessary to understand how decisions are made both at the national and local levels. Whether we are trying to influence a local school board to implement a bilingual education program or the Congress of the United States to appropriate the monies necessary to implement such a program, the understanding of the decision-making process in the area of public affairs must precede Citizen Participation. It is with this in mind, then, that I have narrowed my topic to *The Power Structure, Political Implications for Mexican Americans.*

Power structure is a socio-political phenomenon that has been defined in innumerable ways. For my purpose, I will be talking about it essentially as the ability to make decisions and to have them carried out. There are a great many theories about who has the power in America. I get a different theory almost every day. Some people tell me that the Communist Party runs America. Others tell me that a small group of international bankers run America from Wall Street. Still others say that the Jews run America. And there are some who insist that the Pope runs America. The KKK believes all of these at the same time. These are the notions of fanatics with their conspiracy theories of small groups of sinister men making the crucial decisions and pulling the strings which are attached to all of us. However, when you move away from the fanatics you find that the people who are thoughtful and who have studied these questions very closely can't agree on the answer either.

First, there are some who tell us that power is, although not in the hands of a small, sinister and conspiratorial clique, nonetheless pretty well concentrated in the hands of relatively few individuals. C. Wright Mills, in his theory of "the power elite", for example, argues that power is in the hands of a loosely interlocking directorate of three groups: first, the top corporate directors, the leaders of the big corporations; second, the top political leaders — not the professional politicians but rather big business people who from time to time take leave of their business posts and take the key jobs in government; third, the "war lords", the military leaders, the Pentagon. And he says that these three groups work together as a power elite. They constitute a relatively small number of men who understand one another, who speak the same language and who are concerned primarily with the consolidation of their own power. This is very dangerous, he says, because it is a very conservative group which will lead us, unless checked, inevitably towards the halocaust of World War III.

Second, there are writers like Richard Rovere, Arthur Schlesinger Jr. and Theodore White who talk about "the Establishment". The Establishment essentially is an in-group which determines the direction of public policy and provides a reservoir of top governmental leadership. To some extent it overlaps with Mills' power elite, but it excludes some of Mills' people and includes others. The Establishment's strongholds in the Federal government are in the White House and the Supreme Court. It is well represented among the financiers and corporate lawyers of Wall Street. And it is entrenched in the institutions from which the dominant ideas of the country flow. Thus, Establishment men run the Ivy League colleges and Eastern universities, the great foundations, some of the major newspapers and periodicals and the television networks. Thus we have a combination of government power, financial power and the power of ideas. To Rovere, Schlesinger and White the views of the Establishment essentially are middle-of-the-road, or perhaps moderately conservative. However, conservative Republicans like William F. Buckley speak of it as "the Liberal Establishment", which overrides the underlying conservative sentiment of the people at large.

In contrast to these views of concentrated power, there are alternative arguments that there isn't any power group in America, that power is widely diffused in this country. David Riesman, for example, in *The Lonely Crowd*, says that there used to be a power group, that business was the essential controlling group in this country at the turn of the century, but this is no longer the case. Today we have an enormous number of groups and organizations of all kinds, and they constantly are in conflict with one another. Thus there is tremendous jostling for power, and there are so many of these groups that no one of them dominates the rest. They get in one another's way. They have the power to stop other groups from doing anything, but they have very little power to get anything done themselves, so we really have "veto groups" rather than power groups. And if you ask who makes the decisions in America, Riesman says most of the time nobody makes the decisions. Most of the time things move along slowly under their own momentum.

Then there is Galbraith's doctrine of countervailing powers, which suggests that as soon as one power center becomes too big, it creates by its own momentum equal and opposing power groups which tends to counterbalance or countervail it. A number of political scientists have suggested the same kind of notion — that we have a pluralistic system, with many centers of diffused power, so that no one group or combination of groups can take over and run the country.

These rival theories of power at the national level have their counterparts at the local level. In the local community, too, according to C.

Wright Mills, there is a small, dominant group consisting primarily of big businessmen. Mills talks about the upper social class in the metropolitan areas, whose members were born into Social Register families. They make up the business, financial and legal aristocracy of their cities. These are the people, says Mills, who really run our local communities. Floyd Hunter, in his studies of Atlanta, arrives at a conclusion which is not far removed from from Mills' analysis. It is important to note that Mills and Hunter are not saying that our cities are in the hands of political bosses. Power in American communities, according to them, is essentially economic power. It is essentially business power; political power is secondary to these concentrations of economic power.

Against these concepts, too, there are theories of diffused power in our local communities. Political scientists like Robert Dahl, in his study of New Haven, argue that, in fact, there isn't any one power group, but that you have to look at each issue and ask who makes the decisions on that particular issue. In most of our cities, says Dahl, no one group makes decisions on more than one or two issues. And even when you look at each particular issue, you usually find a whole array of groups competing with one another and vying for power. Banfield and Wilson in their study of Chicago come up with a rather similar theory. They say that business groups potentially may well have the power to dominate our cities, but potentially power is not the same as actual power. Most of the time they don't take the trouble to use the power which is in their hands. And as long as they don't use it, they don't really have it. Thus power remains diffused.

These men are saying that power in our communities is widely diffused among a number of competing groups. To the extent that there is economic power and to the extent that economic power is concentrated it tends to be offset by political power and political machines.

I would say that, in recent years the pluralists, the people who believe that power is not concentrated in the hands of a few, have been coming into fashion. The pluralists tend to have a more receptive audience — most of us want to believe them. We are afraid of power in America; the very word makes us uncomfortable. We have set up in our Constitution means of controlling and limiting power, and we believe that power has to be widely diffused. Nevertheless, before we move too readily towards a pluralistic analysis, or even the desirability of a pluralistic system, let us take note of two crucial points.

First, if power is in fact widely diffused in our communities, this can mean that nothing will get done. At least, if there is a power group it may exercise its power, but if power is dispersed, decision making may not exist because no one group may be strong enough to accomplish anything. We have downtown business interests, certainly, but they are not necessarily united on all of the issues, and they frequently are challenged by suburban power increasingly so as the city spreads farther and farther out. So it can be argued that the crucial decisions are not made except accidentally by private individuals. Nobody sits down and says, "This is what is for the good of the city as a whole." So the good of the city as a whole tends to be neglected.

Thus, the great political issues that dominate the political life of our cities is "shall the paper be separated from the rest of the trash in the garbage collection?" This is what dominates our political life. This is what taxes the energy of our political leaders. I don't want to suggest that issues of this kind are too trivial to be worthy of consideration.

Still, while that argument goes on, the more serious problems of our cities build up — the crises of race relations, transportation, urban sprawl and the rest. Thus, it can well be said that if power is as widely diffused as it is in cities of the western United States, the important decisions are not made at all, and we have the politics of trivialities.

When we begin to look at these pluralistic theories we find that the diffusion of power never is really very extensive. In the first place, we may not be talking about a very large number of groups engaged in the power struggle. In his study *Men At The Top,* a study in community power, Dahl suggests that the conditions for pluralism exist as long as there are four or five major groups and there is enough competition among them to prevent any one from being dominant.

So, essentially what we have is competition between elites. To use an analogy from economics, this may not be monopoly, but it sounds very much like oligopoly with a few major concentrations of power competing with one another It does provides some degree of competition, but it's not exactly a wide diffusion of power. It falls somewhat short of the notion of total pluralism and democracy.

Moreover, it always is a small proportion of the population which is active in these groups. These individuals come predominantly from the middle and upper income groups, from business and professional occupations, and generally they are college educated. Very few indeed come from the poor, from the Mexican Americans; very few of these actually are involved in the key community decisions. No matter the theory of power to which you subscribe, no matter how pluralistic the notion, all of them essentially exclude the Mexican American and the poor. They do not have the power in the American system, either nationally or locally. They are not part of the power structure, however broadly you define that structure.

Now, there are some members of the poor and there are some Mexican Americans who have decided that it is not a very satisfactory state of affairs. They want to participate in the power structure. That brings us to the question of strategies.

How do you get into the power structure? Even if it is pluralistic, it still tends to exclude most Mexican Americans and most of the poor. What are the strategies for getting in? Historically we know what the strategies of the Negro Movement have been. For a time the emphasis was on litigation. The power of the courts was useful in its way, but it was slow and scattered in its effect. The second means, increasingly important in the last few years, has been an appeal to conscience, the power of morality. This strategy, implemented through speeches and books, and through passive disobedience, has been extremely effective. But what is now becoming clear is that morality is not enough. Morality in the American political context is an important factor, but its limits are discovered when it comes into conflict with other values and other interests. As soon as other values come into effect — such as the belief in the sanctity of private property — somehow the value of equality in American life seems to mean a good deal less.

Next there have been outbreaks of violence. This has had some results in Harlem, Watts, Washington, Tierra Amarilla and elsewhere. Conditions previously ignored by the majority are now known. But it is evident that those results have been limited, and the power of a minority to threaten a majority ultimately must be limited power when the majority has the police and the army on its side.

Clearly, there will continue to be eruptions of violence as long as the conditions which breed them remain. There also will continue to be demonstrations, appeals to justice and litigation. All of these things are an inevitable part of the American scene. Yet, I believe that we are now moving away from primary reliance on these approaches and techniques into a period in which the emphasis is going to be on the acquisition of economic and political power.

The question of economic power and economic advancement is the major item on the agenda, and I don't have to say anything about it here beyond indicating that without jobs, without income, no man has any power. He is deprived of any control of his destiny. Thus, the acquisition of jobs and income is the first means towards bringing the Mexican American into places of authority and power in the American society. Moreover, the building of economic institutions, banks, savings and loan associations and insurance companies — of business power in the Mexican American community is an essential and urgent task. I propose to focus for the moment on political power.

There are, I suggest, six key words which define the political process:

Organization — *The building of a structure of groups and institutions from which leadership can emerge and through which influence can be exerted.*

Alliances — *Mexican Americans, and other minorities in the American system, and even together, constitute a minority of the population. Moreover they are a minority without very much economic, social or political leverage. In the context of the American political system they cannot achieve their purposes alone. They must reach out and find other groups whose interests, on a variety of particular issues, coincide with theirs, and build broad coalitions.*

Candidates — *Public office provides important vantage points of power. Candidates must represent the interests of the minorities which select them.*

Votes — *Candidate selection can have little meaning without the influence of voting power*

Pressure — *The American governmental and political process, to a greater degree than that of most other countries, provides a great range of points at which pressure must be applied. The art of lobbying must be refined and used to compel responses from the system.*

Compromise — *No group or groups can get everything it wants, or even everything to which it has a right, all at once. Negotiation and bargaining are essential.*

I realize that each of these points, and the last in particular, is likely to arouse skepticism and even derision from minority groups. After all, every one of these techniques has been tried, and in most cases has resulted in the working out of minor deals and adjustments which have not changed the conditions in which minority groups live in any fundamental sense. There is, consequently, a vast impatience with the traditional political approach, and especially with the notion of compromise.

Dr. Martin Luther King once said that Negroes no longer are tolerant of or interested in compromise, that for Negroes today the word "compromise" is profane and pernicious. Stokely Carmichael says the same thing, but more harshly.

And yet, the fact is that your response to a notion like the necessity for negotiation, for compromise, of building alliances, depends on how you feel about your own strength and ultimately your own ability to produce.

If you believe in your own power, if you believe that you ultimately can organize and be effective in political terms, then you're not afraid of alliances. You only are afraid when you believe that entering into an alliance means that the people with whom you ally yourself will dominate you, when alliance means the submergence of your own identity. This, of course, often has been the case in the past. But if you believe that you really can produce, then you're not afraid of alliances, because you are operating from strength. And similarly with negotiation and compromise; if you negotiate from a position of strength, you are not afraid to negotiate. If you compromise from a position of strength, you can avoid having your position hopelessly diluted. Necessarily there will be compromise. But the difference between expediency and morality in politics is the difference between selling out a principle and making smaller concessions to win larger ones. The leader who shrinks from this task reveals not his purity but his lack of political sense. The key, then, is your own strength — whether you really have a solid base from which to operate and from which you can make the compromises without being hopelessly compromised.

From where is that strength to come? Paradoxically enough, it could come from segregation. I persist in believing that segregation is morally wicked and economically and socially pernicious. Nonetheless, it is here for some time to come — and in many of our cities it is growing rather than diminishing. And in political terms this grim reality can be made to serve useful purposes. It can be used as a means of providing the power base, of building organizations, of getting agreement on candidates and of delivering the vote.

This is part of the Black Power concept, and I believe it has considerable validity. However, I suggest two important points which do not seem to me to be contained in much of the current Black Power argument. The first is that I do not see this use of segregation as an end in itself, but rather as a means of breaking into the power structure, and thus as a means ultimately of breaking down the patterns of segregation and division.

The "barrio" does not contain sufficient resources to produce the necessary economic development. The funds needed are very large, and they must come in substantial measure from the Federal government. But Congress will not vote these funds if the only pressures upon it are from the central city "ghettos" and "barrios". A broader base of pressure will be essential, and this can only come by building political coalitions, and by using these coalitions for the process of hard bargaining which produces results in Washington.

Obviously we have an extraordinarily difficult period ahead. Bayard Rustin, when discussing the aftermath of the 1964 election, argues that the situation seemed to be improving and that the backlash was not materializing. If he were writing that article today, I suspect he would not be as optimistic about the usefulness of political methods in changing the relationship of power. I still would argue, however, that we must use the traditional tools of politics, but at a non-traditional pace. The extraordinarily difficult and delicate task ahead is to bring Mexican Americans and Negroes and others into a representative share of power and authority in our communities, and to do this without permanently freezing the patterns of segregation and division. This will be the basic test of the American political system in the years ahead. And obviously, until this is accomplished the effort to alter the patterns of power will dominate our political life.

Equal Educational Opportunities for the Mexican-American

Armando Rodriguez, Director,
Mexican-American Affairs Unit,
U.S. Office of Education

I think I am speaking today for more than seven million Americans because I'm really talking about equal educational opportunity for all bilingual-bicultural citizens in our country. Almost five and one-half million persons with a Mexican culture and a Spanish language are found in the five Southwestern states. With this concentration and with this single cultural background and single language it would seem fairly simple to provide equal educational opportunity for this group. Yet, we all know that really little has been done to meet this educational right.

This past month marks one year of the Mexican-American Affairs Unit . . . an exciting year, and yet a frightening one because I have just now begun to realize the depth of educational deprivation of the Mexican-American.

In April, 1966, just before assuming this position, I said that I saw the necessary elements for mobilizing a productive program for meeting the needs of the Mexican-American. Those elements were leadership, research, financial resources and programs. Those elements still are present, but we haven't been able to put them together in any formula to make the massive attack that is needed. Equal educational opportunity for the Mexican-American is a myth — a fraud. There isn't a single co-ordinated program in a school system today prepared to deal with the entire Mexican-American.

We demonstrated some 26 programs at our National Conference on Educational Opportunities for the Mexican-American in Austin last April. They were good programs — ranging from pre-school to adult basic education. They represented hard work and serious concern on the part of many people. The conference provided a forum for the dissemination of these programs and others throughout the country. And this is beginning to take place. This conference and its goals represent, I think, another step in the direction of progress and change.

But let me warn that any development of ideas into programs from this conference must be carefully coordinated with the total program in your school for the Mexican-American. What we seem to be continuing to do is to develop a program at this level or at that level without any bridge between programs and often without any bridge into the community as to the program objectives and any relevance to the future of the student. What I am really saying is that equal educational opportunity for the Mexican-American will not come until the program developed for and with him takes into account the bilingual-bicultural assets he possesses. A program designed for one without the other will not succeed. To set up English as a Second Language program in a school where the rest of the curriculum is designed to educate the Anglo or the Negro will not reach the Chicano. This is what I mean when I talk about a total program for the Mexican-American.

Until our schools and our country are prepared to make a national commitment which reaches deeply into the attitudes of the Anglo and the Negro society and says that cultural and language isolation is wrong — then takes that commitment and provides it with financial resources — I see nothing but difficulty ahead. A step was made in the direction of that commitment with the enactment of the Bilingual Education Act earlier this year. Now we are fighting for even token funds to mount this law . . . this moral and legal commitment.

Our country must accept cultural and language integration just as it must accept racial integration. It is this cultural and language integration that will demonstrate to us that our country is committed to an action program that will meet our needs. Now is the time for Juan to proudly say his Pledge of Allegiance to his country in his language. Just as proudly John will be standing beside him respecting and honoring Juan for his language and cultural richness. This more than anything else will take Juan out of the barrio where he can meet his Negro friends just out of the ghetto and together they join their Anglo friends in one society.

The Negro has moved out of the cotton field — even in the textbook. The Chicano is coming out of Tortilla Flats — one way or the other. The textbooks haven't gotten him out yet, but they better hurry — he's not going to wait any longer.

We need the support of the whole community — professional, lay, business and educational — for the action program needed. But support of all or not, the commitment to implement the programs already developed, those to be created, the resources available and the leadership in command positions will be demanded and secured.

This conference is one more stage in the mobilizing of all possible resources. It is a hopeful event because it leads me to believe that additional resources are available and need only direction for implementation.

Adult basic education programs are the most vital segment of this total program for the Mexican-American because equal educational opportunities mean that Juan's parents and his enlarged family must be learning and living his education. Without this component, we are again just "band aiding" our educational ills. Juan's family must be a part of his education and nothing will make this more a reality than to have that family involved in a learning process for themselves and for Juan. In fact, one of the important considerations involved in the administration of the Bilingual Education Act, assuming it is funded, is that the only way some of the money can be used for adult education is that the child of the adult already be enrolled in a bilingual education program. You see, here again the attention to this vital link of the total family with the total educational program is recognition of the cultural characteristics of the Mexican-American. Very frankly, I cannot see equal educational opportunities existing for the Mexican-American unless provisions are in the program for education of the adult.

I want to close with a couple of brief observations. When Arthur Goldberg talked about a pluralistic society in America, he may have been talking for foreign consumption. But the biggest listening audience he had was the more than seven million Spanish-speaking peoples in this country — five million plus of them Mexican-American. We believed him. We want to believe that the rest of the people in America believed hm. We know the rest of the world took his words and said, "let's see it happen."

Many steps to move ahead have been taken in the past year. But a lot more still must be done. It may be acceptable in the Eastern section of our country to think monolingual and monocultural but such thinking is not rational for the Southwest. And I suspect that many people in our larger cities in the East are beginning to doubt the wisdom of maintaining a single language philosophy. And one of the best ways to break down this thinking is to develop adult basic education program with definite attention toward the cultural and linguistic assets and values of the participants. Cultural diversity must be a prime objective of the American school. Adult basic education for the Mexican-American must promote this goal and fulfill its obligation of equal educational opportunity. Indeed, in many places it must take the leadership in the promotion of objectives.

Summary

A remarkable two days of achievement was recorded at the Adult Basic Education Conference sponsored by the Southwestern Cooperative Educational Laboratory under the able leadership and coordination of Dr. Atilano A. Valencia, SWCEL's ABE field supervisor.

The four key presentations by Jose Andres Chacon, Alex P. Mercure, Armando Rodriquez and Dr. Horacio Ulibarri provided the stimuli and tone for the entire conference.

Four principal ABE priority areas where discussed in two small group sessions: television as a media for English as a second language, paper and pencil materials as an instructional means or as a supplement for English instruction by other media, teacher training programs for teachers and teacher aides of Spanish-speaking adults in basic education programs and establishment of an active Adult Basic Education Clearinghouse.

One of the important byproducts of the conference was the naming of an ABE Steering Committee to assist SWCEL on questions concerning adult basic education. The committee is composed of top educators from various agencies and institutions throughout the United States concerned with economic and educational conditions of Spanish-surnamed people. Its contributions to the Southwestern Cooperative Educational Laboratory can have far reaching effects.

Committee members are Tomas Atencio of the University of Colorado; Patricia Cabrera of the School of Education, University of Southern California; Richard Gardner of the Texas Education Agency; Dr. Ralph Guzman of the Department of Government, California State College at Los Angles; Clem Hill, Director of the Adult Education Division of the New Mexico Department of Education; Tom McCormick, Proteus Adult Training Center in Ursalia, Calif.; Alex P. Mercure, New Mexico Program Director for the Home Education Livelihood Program; and Dr. Horacio Ulibarri of the College of Education, University of New Mexico. The conference was fruitful in identifying high priority areas for enlightening the under-educated Spanish-speaking people in the United States. It brought to light areas in which SWCEL has been involved, and proposed greater emphasis and thrust into other phases of adult basic education needing special attention.

Participants recognized SWCEL as ideally and advanteously located in a multi-cultural region enabling it to readily function as a system manager and coordinator of ABE projects in consortium with other agencies and institutions.

Additionally, the conference demonstrated that SWCEL has the potential to serve as an active and viable ABE Clearinghouse to gather and disseminate such information concerning adult basic education as pupil characteristics, agencies, consultants and foundations working in the field, research, instructional materials available, teacher training and proposals submitted and funded. The material generated would be compatible with the ERIC Center at New Mexico State for ultimate transfer to that Center.

The Southwestern Cooperative Educational Laboratory has accepted the challenge! Some of the principal features discussed at the conference already have been incorporated in SWCEL's ABE plans for the coming year.

The empathy expressed by conference participants for the needs of the undereducated Spanish-speaking people of the United States, and the spirit and devotion given to the discussion of the problems, has contributed to the momentum SWCEL is experiencing in its efforts to alleviate the conditions of the Spanish-speaking population in the political, social and economic arenas of our nation.

Conference Participants

Frank Barreca, Radio-TV Bureau
University of Arizona

Paul Bell, Dade County Public Schools
Miami, Florida

John Briedwell, Supervisor
Adult Basic Education, School District 40
McMinnville, Oregon

Patricia Cabrera, School of Education
University of Southern California

Jose Andres Chacon, Director, Research
Inter-Agency Committee on Mexican
American Affairs
Fairfax, Virginia

Gilbert Chavez, Director
Central Washington Adult Education
for Migrants
Moses Lake, Washington

Paul Danielson, College of Education
University of Arizona

Jack Gill, Audio-Visual Department
University of Colorado

Francisco Gonzalez
Lubbock, Texas

Richard Gardner
Texas Education Agency

Clem Hill, Director
Adult Education Division
New Mexico Department of Education

Hy Hoffman, Chief, Operation Section
Adult Basic Education Program,
U. S. Office of Education

E. Roby Leighton, Regional Representative
Adult Education
Arizona Department of Education

Ted Martinez, President
LULAC, Albuquerque

Tom McCormick,
Tulare County Community Action Agency
Proteus Adult Training Center
Ursalia, California

Alex P. Mercure, New Mexico Program Director
Home Education Livelihood Program
Albuquerque

Conference Participants

Henry Pascual, Director
Bilingual Education
New Mexico Department of Education

Ralph Robinnette
FLICS
Ann Arbor, Michigan

Armando Rodriguez, Director
Mexican-American Affairs Unit
U. S. Office of Education

Luis Saavedra, TVI Director
Albuquerque

Gil Sanchez, Office of Spanish Surname
Department of Health Education and Welfare

Pedro C. Sanchez, Office of Education
Health, Education and Welfare Region IX
San Francisco, California

Roy Steeves
California Department of Public Instruction

J. G. Stratton, President
Southwestern Cooperative Educational
Laboratory, Inc.

Horacio Ulibarri, College of Education
University of New Mexico

APPENDIX 1

The work reported herein was performed pursuant to Grant No. OEG-2-7-00581-5081 from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

APPENDIX 2

Bureau of Audiovisual Instruction
Extension Division
University of Colorado
Stadium Building Boulder 80302

PRODUCTION SERVICES

Mr. Felipe C. Gonzales, Director
Adult Basic Education Project
Southwestern Cooperative Educational Laboratory
117 Richmond Drive NE
Albuquerque, New Mexico 87106

May 12, 1969

Dear Mr. Gonzales,

At long last is the final report of our part of the project. I have no excuse for taking so long to get this copy to you.

I felt it necessary to go into some length in explaining our side of the project. If you feel it the better part of wisdom to make some corrections or deletions before sending it to Washington, you have my permission to do so. I did want to have our comments on record with you.

I would like to borrow from you some time some of the films from the Arizona project. There are several adult education people here who have expressed an interest in seeing what is being done.

Also, Jim Olivero said that there was a possibility that the Lab could reimburse us for the deficit we incurred during that two-month extension we thought we had.

Sincerely,

Jack E. Gill

Jack E. Gill, Head
University of Colorado
Television

FINAL REPORT
UNIVERSITY OF COLORADO
ADULT BASIC EDUCATION PROJECT

I. Introduction.

The history of the University of Colorado portion of the SWCEL Adult Basic Education project has been a somewhat confused undertaking due, in part, to a series of misunderstandings between the various participants in the project. This final report attempts, to the best ability of the writer and his records, to accurately recall the circumstances of the past several months.

* * *

The University of Colorado became associated with the SWCEL/ABE project as a result of a brief proposal submitted to Dr. Derick Nunney, then Director of Adult Basic Education Programs, U.S. Office of Education (see Appendix A). This proposal was sent at Dr. Nunney's request after this writer discussed the idea with him during a visit to an ABE workshop at the University of Colorado during the summer of 1966.

In June of 1967, Dr. William Carr of SWCEL contacted this office and explained that Dr. Nunney's office had contacted the Laboratory and proposed that our proposal and proposals from Arizona and California be combined into a single project coordinated by the Laboratory, since each of them involved television. Dr. Carr forwarded a copy of the SWCEL proposal, "A Regional Educational Television Proposal," for our examination.

Through several telephone conversations and a meeting in Denver on October 3, 1967, agreement was reached that the University of Colorado's original intent of developing a portable television transmission system would be held to in principle, and a statement of work with that intent was forwarded to Dr. Carr (Appendix B).

However, it became apparent after meetings in Tucson and Washington during October and December, 1967, that certain misunderstandings were in operation. First of all, it was the understanding of several participants that the University of Colorado was to develop an evaluation instrument for the entire project. This came as quite a shock to us since we had always assumed this to be the task of SWCEL, as was so stated in the original proposal on p. 25. Secondly, it became obvious that the entire format and approach of the project had already been set by the Arizona proposal and all efforts were to be directed toward realizing this approach.

On January 23, 1968, this writer met in Denver with Dr. Stan Caplan, who had assumed the responsibility of SWCEL project director, to discuss in detail the problems developing from our point of view. It was at this time that a systems approach was discussed and an oral agreement reached that the University of Colorado should examine the project objectives in terms of better relating them to presentational forms of instruction.

At the same time that a clarification was being sought as to our responsibilities in clear operational terms, a second area of concern was developing. It was clear to both the University of Colorado and SWCEL project directors from the beginning that we were to produce a limited amount of ABE instructional materials. These were to serve two purposes. First, they were to compliment the Arizona materials in order to provide a variety of learning situations and, secondly, they were to provide materials for a varied media distribution system built around television, but not to exclude other media. When it became apparent that the initial pilot materials to be produced by the University of Arizona would not be completed on schedule, we decided that in order to keep on our own schedule, we should produce a small but complete instructional unit on some ABE-related subject in order to have a mixed media package in order to field test our proposed delivery system built around a simulated portable television transmitter.

Agreement was reached with the Division of Adult Education, Colorado Department of Education, to use a body of material on nutrition they were developing. The plan was to take the printed materials produced and redesign them into a mixed media package which would be field tested in a number of configurations. Agreements were reached with seven ABE program directors to use their students as experimental subjects. These materials were not to be concerned with language problems directly since it seemed inappropriate to attempt to do what the University of Arizona was already attempting. Rather, the materials were means to another end, that of determining an optimum delivery system, taking into account a flexible body of learning materials and a highly flexible time schedule.

At the time that the State Department materials were to be made available to this office we were told that release of the materials would be delayed until an administrator above the Division of Adult Education was satisfied that the materials were in their final form.

In May, 1968, it became clear enough to this office that our original intent would not be realized, so a substantial reduction in our budget was proposed due to our belief that several activities originally proposed had no current validity and that the money would be wasted if spent according to original plans. A revised budget was submitted to SWCEL and approved.

Even at this late date it was still our intention to proceed with the production and field testing of ABE materials in nutrition and a field media-mix delivery system. We continued to receive delays from the Colorado State Department of Education concerning the materials. It should be made clear here that this delay should not reflect unfavorably upon the Division of Adult Education, since the delay was apparently out of their hands. This office has dealt with the Division on numerous occassions with highly satisfactory results. Throughout this project the Division was extremely helpful in providing advice, materials, and opening doors for us.

In August we contacted Dr. James Olivero, SWCEL, explained the time delay and requested a two months' time extension in order to fulfill our obligations. We received an oral agreement to this. Shortly thereafter, we received notice from SWCEL that the extension was, in fact, denied by USOE, who had requested that all monies not spent be returned to them.

This office, operating on the belief that we had an extension, incurred a budget deficit of over $500.

On July 29-30 we attended a meeting at SWCEL to discuss a second year contract and the results of that meeting were instrumental in making the decision that the University of Colorado did not wish to continue as a participant in the project beyond the first year.

II. Status Report.

Project Inputs. The University of Colorado project budgeted, revised, and expended the following sums:

a. original contract sum	$17,000.00
b. revised contract sum	11,146.00
c. sum actually expended	4,445.40

In addition, the project director, the only regularly employed member of the project, was budgeted .25FTE for the eight months of the project period.

An estimated sixty hours of paid consultive help was employed in the project, along with an estimated 150 hours of donated time on the part of various professional personnel in television or adult education. The consultants are listed below in this section.

Project Outputs. As explained in part I of this report, due to a delay in obtaining materials locally, and confusion between the University and SWCEL as to the University's exact role in the larger ABE project, no tangible output from this project was realized other than the initial engineering report on portable television transmitters (Appendix C).

Related Material. The project director attended several meetings and conferences at the request of SWCEL. These meetings are listed in the budget section of this report.

The project director attended a conference on the disadvantaged held in St. Louis by the National Association of Educational Broadcasters and presented an oral report on the SWCEL/ABE project. Reaction was mixed, both toward the methodology and goals.

Working agreements for professional assistance were reached with the following individuals and groups during the project.

a. Division of Adult Education, Colorado State Department of Education: Mr. Gary Eyre, Director; Mrs. Virginia Banks, Adult Basic Education consultant
b. Mr. Vincent Amanna, ABE University consultant, University of Colorado
c. Dr. Roy Minnis, Program Officer, Adult Education, USOE Region VIII, Denver, Colorado
d. Colorado Migrant Council (see Appendix D): Mr. Howard Higman, Mr. Robert Hunter
e. state ABE program directors in Fort Collins, Longmont, Boulder, Greeley, Englewood, Brighton
f. paid consultants: T.G. Morrissey, engineer; Paul Strieff, consultant in linguistics and adult basic education

III. Future Directions.

As discussed in the Introduction to this report, the University of Colorado has elected not to continue a second year with the project.

Since it is our feeling that our original proposal still has merit we are considering resubmitting a proposal to USOE at a later date.

IV. Budget.

100 Personnel Compensation		$2,968.61
110 Salary and wages		
a. Jack E. Gill, project director, .25FTE	1,980.86	
120 Personnel Benefits	92.75	
130 Consultants' Fees		
a. T.G. Morrissey, consulting engineer	495.00	
b. Paul Strieff, consultant on liguistics and adult basic education	400.00	
200 Transportation and Per Diem		1,431.97
230 Travel and Per Diem	1,431.97	
a. Tucson, Arizona, October 26, 1967, to negociate terms of contract		
b. Washington, D.C., December 6-8, 1967, ABE project directors conference USOE		
c. Los Angeles, California, January 28-31, 1968, Conference of 100		
d. Albuquerque, New Mexico, March 8-9, 1968, project meeting at SWCEL		
e. St. Louis, Missouri, May 6-8, 1968, National Assn. of Educational Broadcasters' Conference on the Disadvantaged		
f. Tucson, Arizona, July 19, 1968, project meeting at request of SWCEL		
g. Albuquerque, New Mexico, July 29, 1968, ABE conference at SWCEL		
500 Printing and Reproduction		5.10
510 Supplies	5.10	
700 Supplies		39.72
710 Administrative Expenses	14.52	
730 Books-Pubs.-Graphics-Dues	25.20	
TOTAL EXPENDITURES		$4,445.40

NOTE: Due to belief that the project had received at least a two month time extension, additional expenditures were as follows, creating the following budget deficit.

Salary and retirement benefits for Gill	$485.86
Consultant (Strieff)	100.00
TOTAL DUE	$585.86

V. Epilogue.

Upon examination of the past history of this project and the part the University of Colorado played in it, two major points seem worth mentioning in explanation of the failure of this portion of the total ABE/SWCEL project.

There was a failure both upon the part of this writer and SWCEL to state a concise and clear statement of objectives. The University of Colorado came into the project with a relatively clear purpose in mind -- to develop a mobile television transmission system which could serve audiences not having adequate television services with a highly concentrated program of instruction. The direction that developed in the project was no doubt more comprehensive than the original CU idea alone, but it was basically in conflict with it and attempts to resolve the differences were due in great part to an unclear idea as to what was expected from various parties.

The second major error, primarily that of this writer, was the failure to follow up a number of oral agreements with proper written documentation. Verbal conversations have a natural way of fading over time.

One final point that is worth mentioning was the relative inexperience of the project director in dealing with such a research study. Needless to say, the experience has been a rewarding one in terms of experience in dealing with numerous groups with varying and at times conflicting goals. It is difficult to imagine how such experience could be gained in any other way.

Jack E. Gill

Jack E. Gill
Project Director
University of Colorado

May 12, 1969

APPENDICES

A. A Proposal for the Development and Use of a Portable Television Transmitter and Recording Facilities

B. Work to be Undertaken by Colorado University in Connection with Adult Basic Education Project of Southwest Regional Laboratory

C. Engineering Report

D. Colorado Migrant Council directive

APPENDIX "A"

FILMED FROM BEST AVAILABLE COPY

A PROPOSAL FOR THE DEVELOPMENT AND USE OF
A PORTABLE TELEVISION TRANSMITTER
AND RECORDING FACILITIES

Submitted by

Jack E. Gill, Head
Television Section
Bureau of Audio-Visual
Instruction
University of Colorado
Boulder, Colorado

August 12, 1956

FILMED FROM BEST AVAILABLE COPY

THE PROBLEM

The State of Colorado, not unlike many other states, has a varied population in terms of educational needs. The elements of geography, culture, age, and economics require a highly diversified and intense effort on the part of educators trying to solve some of the problems of our people.

Basic to these problems is that of communication. With such a variety of needs and a limited number of people attempting to meet them, effective communication frequently becomes a stumbling block to initiating a successful action program.

From time to time the mass media have been turned to as a potential answer. Success has not been great. For one reason, any medium requiring reading is self-defeating since the target audience is usually functionally illiterate. Pictorial communications such as film face a cost and distribution problem. Also, film is costly to update. Television is now being considered as a possible answer to the above problems. The medium offers the following advantages.

1. It is both verbal and visual and can take advantage of the fact that those who cannot read and write frequently have good verbal vocabularies.
2. It is a relatively low cost means of production as compared to film, for either studio or remote production.
3. It is easy to update.
4. Television receivers are almost universally available, even in poverty families.

Despite these advantages, television has not made as strong a contribution as it might, for three major reasons.

1. Broadcast time is not available when and where necessary. Commercial stations are under contract for most of their time; educational stations are limited in number and have many audiences to serve.

2. Groups needing specialized education are frequently either so mobile or widely seperated that fixed stations cannot meet their needs.

3. Programming directed toward these problem populations is not rewarding enough to television stations to allow major concentrated long range efforts.

THE SOLUTION

We propose that the disadvantages of present television services may be overcome by the use of low power portable television transmitters moved from location to location as needs dictate.

Our engineering consultant tells us that there should be no technical or legal reason why such a proposal would not be approved by the Federal Communications Commission.

Such a transmitter operating in connection with studio and remote production facilities could offer the following services.

1. A portable television transmitter can be brought to the audience with no limitations as to the times and amount of use. It can be a twenty-four hour, seven-day-a-week operation if such concentration is necessary.

2. This transmitter can broadcast materials from any source, but particularly, specialized materials produced in a studio or on location.

3. A remote production center will permit the presentation of relevant and timely materials produced on location and broadcast live or delayed on video tape.

This proposal is aimed primarily at education for what is known as the disadvantaged segment of our population. Uses, however, can be expanded to almost any area of education where current information should be transmitted to large audiences on short notice at specific desirable times. The possibilities, it seems to us, are unlimited.

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It should be pointed out that we see such a television system as a major part but not the total program in any educative effort. Television presentations will be most successful when integrated with a total comprehensive program including field work, testing, evaluation, etc.

Estimated costs are figured at $500,000 for a portable transmitter and production center. Studio facilities already exist at the University of Colorado. Program estimates are put at roughly $1000 per half hour.

* * * * * *

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APPENDIX B

10/3/6

WORK TO BE UNDERTAKEN BY COLORADO UNIVERSITY
IN CONNECTION WITH
ADULT BASIC EDUCATION PROJECT OF SOUTHWEST REGIONAL LABORATORY

ersity of Colorado will undertake a feasibility study of the utilization of the basic adult education of the illiterate, non-English speaking adult.

nitial stages basic pilot materials will be developed by the University of in order to pretest the use of such materials in adult basic education as above. These materials will be pre-tested through a workshop for teachers of a sic education courses in Colorado. Following this period of pre-testing, these ons procedures which have proved to be workable will be applied to the five being produced by the University of Arizona.

sequent phase, the University will disseminate, on a limited basis, these ls among representative groups of illiterate, non-English speaking adults in to evaluate their effectiveness for potential dissemination through the use able television transmission and reception facilities on a regional basis. luation procedures will include analysis not only of the materials but of the f their dissemination.

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T. G. MORRISSEY
Consulting Engineer
1640 BOULDER STREET
DENVER, COLORADO 80211
(303) 477-6365

December 5, 1967

Mr. Jack E. Gill, Head
Television Section
Bureau of Audio-Visual Instruction
University of Colorado
Boulder, Colorado

Subject: Engineering Consultation, Transportable TV and Communication Facility, Adult Basic Education, Demonstration Facility

Dear Mr. Gill:

As discussed in conference with you and Larry Wood November 28, 1967, at Colorado University, I will be pleased to provide the engineering consultation for this project.

I understand that under your present planning grant, you have earmarked two thousand dollars for my services which will consist of the following:

1. Review the various aspects of suitable communications channels for this low-power, limited range TV relaying service, with the possibility of augmenting the TV channels with FM sound channels.

2. Study the various alternative bands of frequencies, i.e., VHF, UHF, microwave (2 to 18 GHZ) and make inquiry into the feasibility of utilization on a short-range and long-range basis.

3. Prepare general facilities layouts, and identify principal equipment items. Develop estimates of cost for capital equipment, operating and maintenance of facilities, and in conjunction with you, arrive at estimates of nontechnical personnel costs including transportation and perhaps subsistence for all personnel.

The latter item, namely cost estimates, will be reflected into immediate budget preparation for FY68 and FY69 plans and proposals. During FY68 the Demonstration System would be operational, and assuming continued funding, a Prototype System would be operational along with the Demonstration System during FY69. (FY-67 = Fiscal Year July 1, 1967 to June 30, 1968.)

I believe you are scheduling completion of the feasibility aspects of the planning for March 1968 and the final report by June 1968. I will plan to complete my part of this study accordingly.

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f I have overlooked any details I would appreciate hearing from you. lease let me know if there is anything more you need at this time.

ours truly,

TGMorrissey

. G. MORRISSEY

iq

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T. G. MORRISSEY
Consulting Engineer
DENVER, COLORADO

APPENDIX D

MEMORANDUM

TO: Staff of the Colorado Migrant Council

FROM: Robert M. Hunter

SUBJECT: Demonstration Project--Mobile Video Tape Transmitter

The Audio-Visual Department of the University of Colorado has received a small planning-demonstration grant to investigate the efficacy of a mobile television transmitter to provide programming for Adult Basic Education and "Community Life Education" for Spanish-Americans in rural areas of the southwest.

The Audio-Visual Department has invited our participation in providing program ideas and suggestions which they can incorporate into their plan.

I have suggested that the Colorado Migrant Council's Adult Basic Education program might be a very interesting way in which the University might demonstrate the utility of a mobile transmitter.

If we are to participate we would have to take the following steps:

1. Make available to the Audio-Visual Department members of our staff for consultation.
2. Recommend an area of the State for the demonstration.
3. Provide our local resources, our contact in local communities such as: a) Our Area Director, b) His Education Director, and c) Our Adult Basic Education teachers to work with this program.

4. Develop a training program in cooperation with the Audio-Visual Department to teach our staff how to work effectively with video tape presentations.

5. Participate in the curriculum development to be placed on video tape (for instance, bringing in Mel Howards to develop a video tape series.)

6. Participate in the program analysis and evaluation of the input.

7. Participate in the preparation of the proposal for the development of a full program for future years.

If we would like to participate, the University of Colorado would select one community in which to simmulate the mobile transmitter. This would mean that our Adult Basic Education teachers would be given television sets which would be a major tool for them to use with their work with their students. We would have to pay for the training of our people and perhaps some of the specialized consultants that we would want to see involved in curriculum development. The University would pay for the rest.

We would be providing the Audio-Visual Department with community acceptance and a plan for stimulating Adult Basic Education in community development. What the Audio-Visual Department would provide for us is the hardware and technical know-how.

I should like to bring this up at the next staff meeting.

c.
Mr. Pete Mirelez
Mr. Tomas C. Atencio
Mr. James W. Allen
Mr. Harry Lewis
Mr. Howard Higman
Mr. Jack Gill

APPENDIX 3

MAX RAFFERTY
Superintendent of Public Instruction
and Director of Education

EVERETT T. CALVERT
Chief Deputy Superintendent

COLLIER McDERMON
Acting Assistant Superintendent
(307 State Bldg.
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STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
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Associate Superintendent; Chief,
Division of Public School Administration

WILSON C. RILES
Director of Compensatory Education

ARCHIE L. McPHERRAN
Acting Chief,
Division of Higher Education

July 26, 1968

To: All Participants - Southwestern Cooperative Educational Laboratory Workshops/Conferences

From: Roy W. Steeves, Assistant Chief, Bureau of Adult Education

Roy W. Steeves

Subject: Attached Report - "Report of Recommendations Concerning Educational Programs for the Non-English Speaking Adult Population"

I wish to express for the entire staff our appreciation of your efforts, guidance, and special knowledges that have been made available to us the past several months in the carrying out of S.W.C.E.L. project activities.

The attached material is for your review, to be returned as noted on the title page at your earliest convenience. Please feel free to attach a separate critique to the material and/or to note your reactions and suggestions on the document. We shall prepare the final report for publication prior to September 1, 1968, and distribution as soon as possible after that date.

RWS:lf
Enclosures (2)
Attachment (1)

Examination Draft
For Review Only

(Please review this proposed
report, note your comments and
return in the enclosed envelope to:
State Department of Education,
Bureau of Adult Education
217 West First Street
Los Angeles, California 90012)

REPORT OF RECOMMENDATIONS
CONCERNING
EDUCATIONAL PROGRAMS
FOR THE
NON-ENGLISH SPEAKING ADULT POPULATION

Agreement Number 3522

Southwestern Cooperative Educational
Laboratory, Inc.
United States Office of Education

Roy W. Steeves, Assistant Chief
Bureau of Adult Education
Project Director

Max Rafferty, Superintendent of Public Instruction
California State Department of Education

INTRODUCTION

The contract between the California State Department of Education, Bureau of Adult Education, and the Southwestern Cooperative Educational Laboratory, Inc. through the United States Office of Education was specifically designed to provide meaningful research in the area of educational opportunities for the non-English speaking adult.

To implement this research, a series of conferences and workshops were held with professional educators and leaders from the Mexican-American community as participants. The initial meeting was conducted as the "Southwestern Regional Conference of Fifty", with succeeding sessions dealing with approaches to educating the mobile non-English speaking adult, evaluation of instruction materials, and opportunities in Adult Education for the Mexican-American adult.

An initial project objective, the field testing of television materials of instruction developed under separate contract by the University of Arizona, was not completed, as the materials were not available in sufficient quantity for such field testing. As a result, the project was modified to provide for a study of the educational needs of the non-English speaking adult.

The Bureau of Adult Education is particularly indebted to Mr. Theodore H. Zimmerman, Education Project Specialist, for his services as organizer and reporter of the conferences and workshop meetings, Mr. Lawrence F. Koehler, Consultant, Bureau of Adult Education, who directed the Southwestern Regional Conference of Fifty, and Mr. James L. Toogood, Consultant, Bureau of Adult Education, who assisted in the preparation of this final report.

Dr. Eugene Gonzales, Chief
Division of Instruction

Mr. Stanley E. Sworder, Chief
Bureau of Adult Education

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SECTION I

"SOUTHWESTERN REGIONAL CONFERENCE OF FIFTY"

INTRODUCTION

Dr. Max Rafferty, California State Superintendent of Public Instruction, announced the opening of the Southwestern Regional Conference of Fifty on Problems of Educating the Mobile Non-English Speaking Adult Population. The three-day conference was co-sponsored by the California State Department of Education in cooperation with the U. S. Office of Education and its designated agent, the Southwestern Cooperative Educational Laboratory, Inc.

Participants involved were composed of state department of education representatives from seven western states, public school administrators involved in adult education, and spokesmen of the Mexican-American communities in California and the Southwestern region.

The conference was designed as a feasibility study for providing meaningful educational services to non-English speaking adults and resulting recommendations for the development of a regional plan to provide educational opportunities for this important segment of the population.

ANALYSIS OF CONCERNS -

RECOMMENDATIONS

The following recommendations summarize the work-group statements. In some instances the narrative remarks and, also, conclusions noted in the chart, are based on strong implications and/or obvious interpretations rather than statements of individual committees. This report intends to represent the viewpoint of no particular educational structure and no specific administrative design, but rather it is the intention to provide a philosophic foundation upon which the knowledges and abilities that exist regionally may be coordinated in an operational plan that will be implemented to provide for the educational needs of the mobile non-English speaking population of this region.

FOCUS ON THE STATED RECOMMENDATIONS

Conference Workshop	Areas of Concern and				
(Section) Workshop Area	Coordination	Funding	Curriculum	Guidance	Personnel
I Family Life and Parent Education	Centrally coordinated, program include materials	Coordinated cross-funding to minimize duplication	Stress continuity and flexibility	Include academic family and vocational services	Qualified instruction use of para-professional aides in-service training in-group internship
II Vocational Education and Training	Leadership via Education eliminates duplication and competition	increased coordination long-term basis - consistent & equal-shared responsibility General aid for development improvement and expansion	Student-group oriented articulate with other areas of instruction	Couple with other services	Qualified & sensitive in-service training recruit and use of populace members
III Adult Basic Education	Regional coordination regional materials Center - records	Re-evaluate present practices	Incorporate use of bilingual instruction	Coordination between services & areas of training	Qualified & linguistic competency para-professional use pre and in-service training
IV General Academic Instruction	involve educational agencies to promote continuity recognition in over-all planning	Consistency and Equity	Short-unit instruction, student centered attainable goals Define family function	Family-system involvement home-school (liaison) counselor provide beyond immediate needs	Qualified, sensitive, understanding and communicative
V Inter-cultural Bilingual Instruction	Industrial support Joint Powers Committee Regionally-eliminate duplication public relations program	Concerted effort to combine Federal and local effort	Student centered industry oriented employment readiness & long-range potential	Bilingual recruiters use of available placement data & testing devices	Qualified personnel orientation, in-service training
VI Mass Media and Technological Approaches implied *	Regional *	All available sources	Flexibility in structure	Useful for Role Playing purposes	Actual representation of the target group

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FROM SOUTHWESTERN REGIONAL CONFERENCE OF FIFTY

Resulting Recommendations

Services	Planning	Follow-Up	Liaison	Availability	Research
Multi-service: total family needs day care stipends health services transportation	Coordinated efforts	Continuation of opportunities	Grass roots involvement in community advisory groups	Available local facilities and use of mobile units	Development of workable means for integration of cultures
Stipends	Regional for articulation of functions	availability and placement for higher educational opportunities	Identify target group leadership advisory involvement at grass roots	conveniently located	Development of improved appropriate materials
adult/child centered stipends	Regional *	long-range availability	Bilingual, field representatives to advertise, sell program include industry in advisory groups	Conveniently located	Develop guidelines for use of bilingual instruction in skill appropriate materials development
total family & family groups multi-services day care	Recognized position as an integral part of education	Services for on-going and future goals	Provide models for comparison & identification identify leadership relate goals of each culture	Day-Nite Accessability	Identification of human development cultural difference and goals evaluation instruments
Multi-services Stipends	Regional basis	Continuance opportunities based on availability and desire placement services*	efficacious advisory group formation strong public relations program	Mobile units	Evaluation instruments develop appropriate instructional materials relating academic achievement to occupational needs
Reduce attitudinal barriers by direct representation	Regional *	Component & supplemental structures to enrich & supplement objectives	Involve all available media	General availability of any mass-media programs	Development of materials and approaches to motivate and provide for needs not readily available

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CONCLUSIONS DRAWN FROM THE

SOUTHWESTERN REGIONAL CONFERENCE OF FIFTY

The individual committee reports in conjunction with individually expressed opinions and statements, some of which are included in the text of this conference report, led to several general conclusions concerning the directions that planning educational programs for the mobile non-English speaking population should take. The conclusions presented here represent no order of priority.

1. Planning and implementation of programs that provide equal educational opportunities for the target group should be regional in concept, rather than local.
2. Funding priorities should be established in a coordinated fashion by the various funding agencies in order to insure consistency of funding and equity in the distribution of available funds.
3. When a regional agency is created or identified, it shall be designated as the depositor and controller of federal funds for carrying out programs for the entire region and shall also provide such funding for any local or state agency within the region, as selected on the basis of their capacity to provide specific services under the regional plan.
4. Better communication should be established with all concerned agencies and groups to the end that truly representative advisory groups are established--such groups would be identified so that program agencies may avail themselves of said services.
5. Program personnel should be adequately trained, should have identified professional interests and sincerity, and should--when possible--be drawn from the target group.
6. Research should be conducted in the area of proper utilization of modern instructional hardware in order that advanced techniques may be used effectively in educating the target population.
7. Research should be conducted in the use of mass-media for communication in order to harness the resources so available for offering educational programs to the target population.
8. Services not regularly considered within the framework of educational responsibility must be provided to the target population in conjunction with whatever educational program is planned. Such services as child care, living allowances, health services, etc. fall into the auxiliary areas other than instructional services, but agency responsibility for these educational programs must have both the willingness and the financial resources to undertake such efforts in cooperation with educational agencies.
9. In the implementation of a regional plan, agencies to carry out programs in various parts of the region must be selected with regard to their ability to provide services in the most economic and efficient manner. The types of agencies utilized will vary depending upon the development of such service programs in the individual states and communities. There can be no consistent pattern predicted.

SECTION II

WORKSHOPS TO STUDY EDUCATIONAL APPROACHES FOR THE MOBILE NON-ENGLISH SPEAKING ADULT

As a part of the contract agreement with the Southwestern Cooperative Educational Laboratory, Inc., the Bureau of Adult Education provided concerned agencies and their representatives with an opportunity to participate in three workshops designed to improve adult education programs for non-English speaking adults.

The workshops were charged with these purposes:

1. An opportunity to examine, discuss, and make recommendations concerning existing methods and materials for classroom instruction for the non-English speaking adults.
2. Assist in the development of evaluation instruments connected with the series of television tapes being developed by the State Department of Education and the State University of Arizona.

The participants in these workshops possessed diverse backgrounds. They were administrators, teachers, and lay people, all faced with the common task of the improvement of educational materials for non-English speaking adults. Their sincere efforts and dedication to purpose in the three weekend meetings is commendable.

AREAS OF CONCERN

The participants in the first workshop expressed a strong feeling that while it is certainly true that within particular geographic areas there are specific educational priorities, a common need is English instruction at the entry level: spoken English. Many of the adults in the target areas are employed in agricultural jobs, with the greater percentage being immigrants of Mexican extraction, and non-English speaking. A small percentage have prior native or formal education and this usually below the fourth grade level. The needs of this group are immediate in nature and relate to jobs, family relationships, citizenship, and relationships with others. The culture represents rural rather than urban values and stresses the value of the extended family relationship. Such individuals perpetuate these cultural values as a means of self-identification within the dominant American culture. They insulate themselves from the community and isolate themselves within the community. Mobility is, to a significant degree, related to economic pressures.

Since the priority need of the non-English speaking adult is beginning level instruction, the majority of materials reviewed in the first workshop session were examined and evaluated as to their value at this level of instruction. In Section V, a copy of the evaluative instrument is appended. The participants were provided the opportunity to use this instrument in reviewing eight sets of selected instructional materials from various companies. Further study will be made by the Bureau of Adult Education in the compilation of an annotated bibliography. It should be noted that much of the value of any material depends greatly on the individual instructor's background and training, as well as capability. For the purpose of defining beginning level of instruction, it was determined this should be at or below the third grade achievement level. Other levels of instruction were considered but not emphasized in the workshop activities.

In addition to determining the concerns in the area of materials, the group session provided the participants with an opportunity to hear directly from members of the target group and arrive at a definition of the needs and problems encountered. Observation of teaching methods, and discussion and analysis of these demonstrations provided for development of recommendations in regard to utilizing desirable methodology and techniques.

The second workshop had as its function a review of recommended teacher characteristics, abilities, and qualifications. There was definite concern as to the attitude of the teachers, the teacher's ability to identify with students, his ability to react to situations objectively, and his ability to be enthusiastic and generous with time and efforts. The teacher should have knowledge of subject matter and should be flexible in adapting methods and materials to meet immediate needs. It would be very desirable to have a bilingual instructor, one who is aware of the cultural values and native language of such adult students. These specific items appear to be the most critical areas in terms of selection of staff for educating the non-English speaking adult.

The third workshop provided an opportunity to preview, discuss and evaluate a television tape which was prepared by the University of Arizona. Participants reacted by written comments and a weighted evaluation of specific items.

A COMPOSITE OF RECOMMENDATIONS

This recommended material structure was formulated in a General Session of Workshop One by the participants as a result of their reviewing selected materials. The basis of these recommendations was:

a. A need exists for more complete materials and texts which focus on beginning levels of instruction.

b. A need exists for teacher training in the proper use of published materials and methods of preparing and using teacher prepared materials.

c. The teacher's primary responsibility in the classroom is to teach spoken English.

d. Materials' content must be related to effective linguistic methods and techniques.

Primary Considerations:

a. A book or pamphlet should be available for each unit or component of the material, inexpensive and of functional size.

b. Content should reflect learning in the sequence of: Seeing, hearing, speaking and writing.

c. Overall content and structure of the material should not dictate pace of instruction to be followed by the teacher.

d. A text is basically a skeletal structure which provides the components or units, with teacher determination of use.

A variety of recommendations evolved from the discussion sessions in the second workshop with regard to teacher capability, and instructional technique. A most significant factor is the rapport established with the student, and the relationship whereby the student feels acceptance. The teacher must take a sincere interest in the student and his needs, and involve him in classroom procedures. There must be flexibility in the presentation, as well as variety in methodology. The instructor must be aware of and thoroughly evaluate new methods and techniques of instruction in order to implement their use in the classroom. There are obviously many other aspects to be considered in terms of good instructional techniques, but the participants in this workshop session were concerned with isolating the most basic factors.

The following recommendations for field testing of the television instructional programs were developed in the third workshop session:

1. Identify a representative sample population within the broadcast area for study.
2. Include in the study an opportunity for individual students in the test population to respond to a number of questions: i.e., motives for wanting to learn English, does your family watch the program - regularly, etc.?
3. Each lesson must be evaluated to determine the effectiveness of the methods used in the individual presentation and viewers must understand their role and participation and the use of supplementary learning materials.
4. Evaluation must include testing to determine viewers' progress in learning the English language.
5. The educational programs must be evaluated in terms of TV broadcast industry standards relating to photographic techniques used, entertainment value content, program scheduling, etc.
6. Control groups must be established in classroom settings to test the effectiveness of the kinescopes in a controlled viewing situation and to obtain a comparative study of the effectiveness of TV instruction vis-a-vis traditional instructional methods.

7. The TV approach must include notification to viewers of formal, classroom educational opportunities within the broadcast area, and the evaluation study must measure the effectiveness of the programs in recruiting students into adult school programs.

SECTION III

Mexican-American Advisory Committee Recommendations for Action in California

As a result of planning sessions an agenda was adopted for a meeting held in June involving Mexican-American leadership representatives, adult education administrators and state staff members from the Bureau of Adult Education in order to consider and make recommendations within four major areas of concern:

1. Program development in the community.
2. Program structure and the scheduling of services.
3. Program services.
4. Community involvement and support of the program.

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I. Recommendations concerning program development and community involvement and support.

1. The local adult school administrator must build upon the enthusiasm of individuals and groups and agencies concerned with the problems of the Mexican-American group in order to develop the program.

2. The Mexican-American press and radio must be involved in making the community aware of the services of the adult school.

3. The program of instruction at the initial level of communication must be heavily oriented in terms of curriculum content related to the needs of the population. Specifically, content items must be drawn from the neighborhood environment and the day-to-day problems of the non-English speaking person in the community.

4. Members of the Mexican-American group in the community who have achieved economic success and social status must be encouraged to participate in the activities of the school in order to provide the benefits of their unique understanding of the educational problems of the student and, as well, to provide an example whom participating students will emulate.

5. The adult school program must be designed to relate to vocational opportunities in industry and commerce in the community, so that there will be a direct connection between the educational opportunity and the opportunity for employment.
6. A conscientious effort must be made so that continuity is established between existing agency programs, irrespective of funding sources. Duplication and the danger of broken training periods are not desirable nor is this an expression of sincere concern for the recipients.

7. Consideration must be given to ethnic balance in the instructional staff so that participating students may better identify with the school.

8. Consideration of student abilities and needs must have priority and be reflected in the program design. This priority is based upon the abilities of students: mono-lingual, functional illiterate, bi-lingual, undereducated, undertrained, amount of formal education in native language, et. al.

9. Extensive efforts must be made to involve larger numbers of male Mexican-American adults in adult education programs. A key factor for consideration here is a greater emphasis on vocational course offerings.

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II. Recommendations concerning program structure and the scheduling of services

1. The Adult Education program merits the support of the Mexican-American community because of its flexibility in instruction and structure which permits it to provide significant services to significant numbers of Mexican-American adults...educationally, economnically and culturally.

2. Local school district adult school administrators must become more aware of the unique cultural differences of the Mexican-American population in California communities and design local programs with special consideration for these differences when the Mexican-American adult population is a significant percentage of the total population served.

3. Efforts must be made to obtain the services of paid community specialists in the employ of local school districts who are responsible for communicating the program of the schools to the community and, conversely, reporting to the school the educational program needs of the community.

4. Programs of instruction must reflect a careful identification of individual needs of students with sequential patterns of course offerings meeting the needs of the mono-lingual Spanish speaking adult, the functionally literate bi-lingual adult, the undereducated, the undertrained, etc.

5. Extensive efforts must be directed to the development of an adequate evaluation instrument for proper class placement of the adult mono-lingual Spanish speaking person, bearing in mind varying levels of formal education in the native language.

6. Careful attention should be directed by all educational and training agencies to the coordination of existing programs to avoid duplication of services and to prevent lack of opportunity to the individual for continuous education and training.

a. Program offerings must be flexible enough in scheduling and operation so that students may advance at their optimum rate of progress and not be required to complete a traditional sequence of timed experiences in order to complete a program.

7. It is recommended that the instructional staff include bi-lingual persons in order to promote effective communication with beginning students.

8. The average Mexican-American is not aware of his own cultural contribution to American society and in his ignorance does not sense or express pride in this contribution. Adult education must make a significant contribution toward eliminating this sense of ethnic inferiority.

III Recommendations concerning program services

1. The curriculum in the Adult Education Program should consist of instructional material that is realistic and practical. It must include situations that the individual will encounter in his everyday life. The ultimate objective of the curriculum is that of making the individual functional in society.

2. Federal funding must be more consistent. Many times funding is curtailed, causing elimination of classes, laying off of staff, and in the end, affecting the participation of the individuals for which the program was intended.

3. There are various means in which the participant can be motivated:

    a. Stipend for the head of household

    b. Curriculum geared toward employment

    c. Meaningful training and training geared to promotion.

4. The law regarding the pupil personnel credential should be reviewed in terms of needs. There are at the present time many individuals who are performing the duties of a qualified counselor; therefore, these people should be rewarded in a monetary sense.

5. A better relationship and system of communication must be established between industry and local school adult education administrators.

6. There must be an increase in the use of teacher aides. Preferably these teacher aides should be bi-lingual.

7. It is recommended that more teachers, aides, administrators, and counselors be bi-lingual, as such skill will promote more effective results with recipients.

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8. It is imperative that community leaders do their utmost to bring about better and more effective school-community communication.

9. The physical facilities provided for the adult education program must be clearly identified so that students will recognize the school.

10. Citizenship classes must be grouped according to ability. There should be similar educational background among the participants.

11. There should be at least two distinct program objectives at the local level:

    a. A program element designed to meet the needs of the male Mexican-American adult student, including in its components such items as English as a Second Language, the high school diploma program, and vocational training classes. This program element must provide opportunity for both long and short range objectives of the male students.

    b. A program element designed for female Mexican-American adults that includes components related to Home Economics, Consumer Economics, Parent Education and, as well, such academic and vocational classes as are appropriate to the needs and interests of this segment of the population. Such an academic program will parallel some of the components of the program as designed for the male Mexican-American adult.

       It is also recommended that participating students be involved, if possible, in planning and scheduling of classes in order to obtain the benefits of their insight in these matters.

12. Adult education program opportunities for Mexican-American migrant population are not adequate. Efforts must be made to provide more and better adult education services to this group.

SECTION IV

RECOMMENDATIONS FOR FURTHER REGIONAL STUDY AND ACTION

Many common concerns, needs and problems other than the central theme of each workshop were identified and considered very briefly. As a result, numerous requests for "spin-off" activities within the region were suggested. Such efforts would provide for a more in-depth consideration of related areas such as advanced levels of ESL instruction; materials' development; program designs; design of evaluation instruments; use of mass-media instructional materials; total ABE needs and goals; et al. The major such concerns are summarized below:

1. Additional workshops should be provided in local areas within the region for dissemination of recommendations from these workshops.
2. The skills, knowledges, abilities, and achievements of the participants during these workshops should be recognized as sufficient evidence of the existing potential for change which could effectively provide workable solutions to many of the problems inherent in providing educational opportunities to target groups. Greater acceptance should be shown by all concerned of the innate good will of agencies and individuals in their common desire to seek workable solutions.
3. Teaching materials for ESL at the beginning level should be developed, structured in a skeletal format with numerous appropriate units or components available for teacher selection aimed at individualizing instruction.
4. The key elements for effective teaching of spoken English to beginning level learners are: the ability of the instructor to empathetically identify students' characteristics and needs; the teacher's ability and opportunity to select appropriate materials for learning; and the teacher's knowledge of and the ability to apply modern methods of language instruction.

a. Continuous discussion, formally and informally, led to the basic premise that instructional effectiveness can be measured by the individual teacher's empathy, sensitivity, ability to relate with the students involved; other professional techniques and skills can be applied and reinforced most effectively when these conditions exist.

5. A major goal of beginning instruction for the non-English speaker should be the achievement of skills and confidence as needed to negotiate with the dominant culture. Such instruction is instrumental in giving the successful learner an optimum chance for being an effective and contributing citizen. Changes in the cultural attitudes of the students should be selectively sought and only as as necessary to his social/economic adjustment.

6. A unanimous vote of approval for the University of Arizona Adult Basic Education T.V. Project efforts and the high interest expressed indicated the need for regional participation in the development of the total production. Resulting field testing and uses dictate the need for follow through and support activities involving regional representation from all agencies concerned.

7. A need exists for development of a regional resources, information, and data services center to assist in program development and improvement of instruction.

8. Workshop sessions to develop the materials discussed in sessions and related to recommended structure for such materials should be held.

9. Many areas such as evaluation, were only briefly examined due to lack of time; yet they are important and cannot be ignored. Follow-up studies are recommended.

10. Summer institutes should be designed to develop regional committees for coordination of program activities.

SECTION V

EVALUATION INSTRUMENTS

It has been a continual function of the Bureau of Adult Education to develop a variety of evaluative instruments. This has been carried on by various staff members over recent years, and this project has provided the opportunity for further such development.

There is no question as to the future of the multi-media approach in the field of education; however, the commercial enterprises that enter into the field of producing these materials must rely upon actual field testing and evaluation of the various programs to determine their feasibility. In addition, publishers must have reliable information as to the value of their materials to teachers.

The two evaluation forms developed as a component of the project merit further study and experimental use in order to determine their reliability as instruments.

SUGGESTED EVALUATION INSTRUMENT
FOR PARTICIPANTS PREVIEW
OF
"EDUCATIONAL TELEVISION PROGRAMS"

KEY: 5 = Excellent; 4 = Very Good; 3 = Satisfactory;

2 = Needs improvement; 1 = Poor.

- -

PART I - LESSON CONTENT

These items relate to the program lesson objectives and how you would rate their effectiveness

	(5)	(4)	(3)	(2)	(1)
1. Appropriate for age level of students	____	____	____	____	____
2. Focused upon student interest level	____	____	____	____	____
3. Relates to real-life situations	____	____	____	____	____
4. Fulfillment of student needs	____	____	____	____	____
5. Relates to skill of students	____	____	____	____	____
6. Provides various meaningful activities	____	____	____	____	____
7. Goes beyond textbook learning	____	____	____	____	____
8. Flexible, yet directed for effectiveness	____	____	____	____	____
9. Motivation for continued viewing	____	____	____	____	____
10. Provides progression for students	____	____	____	____	____

PART II - PROGRAM OBJECTIVES

These items relate to the content of the
program or lesson observed.

	(5)	(4)	(3)	(2)	(1)
1. Degree to which program would aid viewers in learning the skills presented	____	____	____	____	____
2. Degree to which program would influence students toward further education	____	____	____	____	____
3. Program could provide appropriate quantity for learning, based upon content	____	____	____	____	____
4. Program could provide significant values to be learned	____	____	____	____	____
5. Program could provide for student development at a realistic pace	____	____	____	____	____
6. Degree to which program would permit understanding by students of what was learned	____	____	____	____	____
7. Degree to which the program provided for the development of long-range values	____	____	____	____	____
8. Degree to which the program related to awareness of student needs	____	____	____	____	____

PART III - GENERAL ASSESSMENT OF THE PROGRAM

Your evaluation of program content, teaching techniques,
mechanics of program and its format.

1. The interest which the program would generate for continued viewing/learning	____	____	____	____	____
2. General value of the program as an educational experience	____	____	____	____	____
3. The comprehensiveness of the program	____	____	____	____	____
4. The program format for acceptance by viewers	____	____	____	____	____
5. Feasibility as a vehicle for involvement of people to learn	____	____	____	____	____

PART IV - OBJECTIVE RECOMMENDATIONS FOR IMPROVEMENT BASED ON REVIEW AND EVALUATION

Please indicate any succinct recommendations relative to the T.V. instructional tape viewed.

Program Content:

Methodology:

Technical Items:

Other:

BUREAU OF ADULT EDUCATION
CALIFORNIA STATE DEPARTMENT OF EDUCATION
SOUTHWESTERN REGIONAL WORKSHOP

EVALUATION OF ENGLISH INSTRUCTIONAL MATERIALS

MATERIAL DATA:

Title: ______________________________

Publisher: ______________________________

Date: ______________________________

Edition: ______________________________

Please circle evaluation value for each item:

(1) Excellent; (2) Good; (3) Fair; (4) Needs improvement;
(5) Poor; (6) Comments.

APPROACH

1. Extent to which material recognizes background of adult student experiences. 1 2 3 4 5 6
2. Extent to which material establishes or maintains balance for planned instruction. 1 2 3 4 5 6
3. Extent to which material provides for initial successes with teacher help. 1 2 3 4 5 6
4. Extent to which the material relates to the actual needs of the adult students. 1 2 3 4 5 6
5. Subject matter within the interest range of the adult students involved. 1 2 3 4 5 6
6. Extent to which social concepts presented are presented for adult students involved. 1 2 3 4 5 6
7. Extent to which material was drawn from other fields (health, citizenship, economics, etc.) 1 2 3 4 5 6
8. Extent to which material provides opportunities for using enrichment or study aids. 1 2 3 4 5 6

Evaluation of English Instructional Materials (continued)

LEARNING CONCEPTS

9. Extent to which material lends itself to needed teacher-made reinforcements. 1 2 3 4 5 6

10. Extent to which the content builds the basic skills (speech, listening, comprehension). 1 2 3 4 5 6

11. Extent to which material would stimulate the student toward other learning experiences. 1 2 3 4 5 6

12. Extent to which accuracy and relevancy of material provides for vivid experiences for students which will be remembered. 1 2 3 4 5 6

13. Extent to which material provides ample opportunity for repetition activities. 1 2 3 4 5 6

14. Extent to which content includes organizing skills, thought and development. 1 2 3 4 5 6

15. Extent to which material provides for building 'reading and vocabulary skills of the students involved. 1 2 3 4 5 6

16. Extent to which material provides for spelling skills development. 1 2 3 4 5 6

17. Extent to which content provides for sequence of difficulty. 1 2 3 4 5 6

18. Extent to which content suggests or has adaptability to a variety of pupil experiences. 1 2 3 4 5 6

19. Extent to which adaptability of material for various appropriate methods of presenting curriculum experiences. 1 2 3 4 5 6

Bureau of Adult Education
California State Department of Education
Southwestern Regional Workshop

Evaluation of English Instructional Materials (continued)

INSTRUCTIONAL GOALS	20.	Extent to which material reflects upon desired follow-up individually by students.	1 2 3 4 5 6
	21.	Extent to which material provides or builds toward occupational goals.	1 2 3 4 5 6
	22.	Extent to which material provides student opportunities to apply skills and concepts to the "real world".	1 2 3 4 5 6
	23.	Extent to which material contributes toward needed positive values of the student.	1 2 3 4 5 6
	24.	Extent to which material provides for teacher guidance opportunities.	1 2 3 4 5 6
	25.	Extent to which illustrations and content provide for further informational learning or reading.	1 2 3 4 5 6
FORMAT	26.	Extent to which the elements of format are provided, i.e. type, size, index, binding, usable size, cost, etc.	1 2 3 4 5 6

TOTAL OF ALL AREAS...

Bureau of Adult Education
California State Department of Education
Southwestern Regional Workshop

Evaluation of English Instructional Materials (Continued)

RECOMMENDATIONS:

LEVEL:

For use in the following major skill areas:

Relates to the following specific skills as designated above:

This material would/would not contribute to an English Instructional Program for Mobile Non-English Speaking Adults because:

Comments: (Relate to items as numbered).

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(Use other side if needed)